

# NEW YORK SCHOOL JOURNAL

AND  
EDUCATIONAL NEWS.

VOL. VII, NO. 203.

NEW YORK, JANUARY 9, 1875.

PRICE, SEVEN CENTS.

## THE MINNESOTA STATE NORMAL SCHOOL.

We present in this number a fine wood cut of the first State Normal School building at Winona, Minnesota. The building was commenced in October, 1866, and completed in December, 1869, at a cost of about \$140,000. It is pronounced by experts one of the best school edifices on the American continent. It is 166 feet long, and about 94 feet in extreme width. It is four stories high, including the basement, the west wing being five stories. The building is of red brick, trimmed with a rich cream-colored Magnesian lime stone, from the bluffs of the Mississippi river. On the first floor above the basement there is a reception room, together with three cloak rooms, and six apartments occupied by the Model School and Commercial classes. On the second story are an assembly room, 67x80 feet, four large class rooms, a library, two ladies' cloak rooms and the Principal's office. On the third floor, occupying the entire area of the main building, is "Normal Hall," a splendid lecture room, also 80 feet long with ceiling 20 feet high. Adjacent to this hall, on the east, is a fine suite of rooms known as "Geological Hall," containing many thousand specimens in the different departments of natural history, a rare collection of scientific charts, embracing geology, paleontology and zoology. Among the collection may be found life size paintings of the *Elephas Primagenius*, *Dinotherium Giganteum*, *Megatherium Cubieri*, *Mylodon Robustus* and *Dinornis Mantelli*. In this museum there is also the best collection of fossils from the Yellowstone to be found in the northwest. It was obtained by Professor Phelps, the principal of the institution, who accompanied the Stanley expedition of 1873. There are also large numbers of gigantic fossils from the Silurian rocks of southern Minnesota, and copper ores from the Lake Superior mines, together with a valuable marine collection consisting of several thousand specimens of shells, corals, sponges, flexible corals, etc.

Besides "Normal and Geological Halls" there are four large class rooms on this floor. Normal Hall is fitted up with a large platform with superb curtains, footlights, reflector lights and the other accessories of a good stage. All the principal rooms in the building are lighted with gas, for evening use, when necessary.

In the upper or fourth story, above the basement, in the west wing, there are two large rooms 33x35 feet, with ceilings 30 feet high, lighted by sky windows. These rooms constitute the *art galleries*, for which a collection of nearly 150 standard works of art have already been secured and paid for. The laboratory is in the basement and consists of a spacious working room about 25x35 feet, opening by folding doors into a lecture room, with terraced floor. In the laboratory are six working tables, each capable of accommodating four students with all the apparatus and chemicals necessary for successful manipulation. There is

also a large pneumatic trough, a sink and cases for apparatus, together with a professor's lecture table, working on a tramway, from the pneumatic trough to the lecture room. Twenty-five students may be accommodated with experimental facilities in the laboratory at the same time.

The building is heated by wrought iron furnaces, and is ventilated on the "Ruttan principle," the foul air being drawn out of the rooms near the floor through a perforated cast-iron base, and discharged through capacious ventilating shafts, towering above the roof. There is, probably, not a more convenient building, or one better adapted to its purposes, to be found in the country. From all the large rooms there is egress on opposite sides, and by wide stairways leading out of the building at opposite points.

The discipline of the institution is said to be perfect. All the movements are made by a simple and effective code of signals, and with the precision of trained veterans. Among other provisions for the safety of the pupils, there is a drill

## MALE TEACHERS.

AMONG the causes of the lower standard of scholarship in the male classes, I consider the most important in its influence to be the entire absence of tuition by male teachers. In consequence of the great increase of attendance within the last ten years, the principals of our schools have been relieved from the duty of tuition and their functions entirely absorbed in the superintendence of their several schools. The higher classes have, from this cause, tended more and more to assume the condition and office of female seminaries.

The masculine strength of a cultivated and scholarly mind so potent in its influence in attracting and controlling boys and young men, has been exchanged for the gentler graces of educated and refined ladies.

However effective for good this may have been upon the manners and scholarship of the females, it has been disastrous in the extreme upon the fortunes of the hardier sex. Every day forces the conviction more indelibly upon my mind that the treatment of the sexes in intellectual training is more distinctive and divergent than the wisest of us are prepared to admit.

It is not necessary to the maintenance of this principle to declare that the essential qualities for teachers demand their identity of sex with their pupils; but it is undeniably true that it is as rare to find a thoroughly successful female teacher of boys as it is that the best instructor of girls is of the opposite sex. I am aware of no exception to the natural law of equality in fitness for tuition of pupils by teachers of the opposite sex.

The converse of any proposition is as often true as its affirmative. If females possess natural adaptation to the instruction of boys, the opposition of sex between teacher and pupil must be a natural law, and male teachers more gifted

in the instruction of girls. The scholarship of the male pupils in our schools is almost uniformly half a grade below that of the girls of the same age; and the number of boys who remain in school through the whole grammar grade of studies has regularly and constantly lessened since the abandonment of their instructions by the male principals.—*Supt. Thos. W. Field.*

MR. WHITELAW REID gave the teachers a sound and honest talk when he met them at Steinway Hall. How many on such an occasion would have "improved" the occasion by "soaring" into an oration. Not only pay teachers good salaries, but be sure you get good teachers. A great discussion will follow this attempt to reduce the salaries which will eventuate in good to education; for the country cannot afford to have cheaper teachers, although they are to be had.



THE MINNESOTA STATE NORMAL SCHOOL.

known as the "fire alarm," by means of which every child in the building is safely led out of it within the space of a minute and a half without any previous notice. The course of study and training is such as to produce thorough and successful teachers, great stress being laid upon the cultivation of the power of expression, and of professional skill. More than 200 graduates have been sent out, and they are conceded to be among the foremost teachers of the North Star State. We may have occasion to refer to this institution again soon. It enjoys a reputation of which Minnesota may well be proud. In giving to it a generous and hearty support she will simply consult her best interests and promote the highest welfare of her people.

*See also p. 32*

THE NEW YORK SCHOOL JOURNAL is a constant and welcome visitor. It always contains, besides much of general interest, a good deal that is especially valuable and interesting to educators.—*Southern Collegian.*

THE INTER-COLLEGIATE LITERARY CONTEST.

THE PRIZES IN ORATORY WON BY JOHN C. TOMLINSON OF THE UNIVERSITY OF NEW YORK AND WALTER D. EDMONDS OF WILLIAMS—ALLEN MARQUAND OF PRINCETON AND GEORGE H. FITCH OF CORNELL, PRIZE ESSAYISTS.

Notwithstanding the terrible storm of Thursday evening, the Academy of Music was filled by the most intelligent and cultivated people of New York city to inaugurate, by their presence, the first literary contest of the Inter-Collegiate Literary Association. Nor was it by their presence only that the audience showed their interest in the proceedings. Throughout fully the space of three hours and a half they listened with the closest and most respectful attention. During the progress of the exercises and after their close, commendation of their character was warmly expressed, and there seemed to be a general opinion that their worth had even exceeded expectation. Of the eleven orations that were delivered several bore evidence of the diligent employment of excellent talents, of careful thought, of wise discretion, and an admirable moderation in the use of rhetorical ornament. The intervals between the orations were enlivened by music from a competent orchestra composed of Graffula's band.

Among the well-known and prominent men who had seats upon the platform and in the neighboring boxes were the Rev. Dr. John Hall, who presided; President McCosh, of Princeton; the Rev. Dr. Howard Crosby, Chancellor of the University of New York; President Campbell, of Rutgers; President Cattell, of Lafayette; President Barnard, of Columbia College; Peter Cooper, Cyrus W. Field, the Rev. Dr. Henry M. Field, the Rev. Dr. Henry C. Potter, the Rev. Dr. S. I. Prime, David Dudley Field, Judge Larremore, John Taylor Johnson, Wm. Butler Duncan, Prof. R. Ogden Doremus, the Rev. O. B. Frothingham, James Parton, Rufus F. Andrews, Colonel Benjamin A. Willis, Addison J. Laflin, the Rev. Stephen H. Tyng, Jr., Henry G. Marquand, the Rev. Dr. Atwater, of Princeton; Prof. Charles A. Joy, of Columbia College; Prof. E. H. Gillett, of the University of New York; Prof. G. L. Raymond, of Williams; the Rev. Alonzo Flack, of Claverack; Prof. Nevins, Prof. B. M. Martin, of the University of New York; and Principal R. C. Flock, Prof. T. Englestone, E. B. Munroe, Charles A. Domison, President of the Alumni Association of Williams College; the Rev. Dr. Lyman Coleman, and Dr. Wiener. The three judges of oratory, William Cullen Bryant, Whitelaw Reid and Geo. William Curtis, sat near the centre of the auditorium, where they could best judge of the speaking. The judges of essays were Col. T. W. Higginsen, James T. Fields and Richard Grant White.

The Standing Committee of the Association, which comprises W. D. Edmonds, of Williams; C. B. Hubbell, of Williams; A. Marquand, of Princeton; T. B. Lindsay, of Wesleyan, and J. C. Tomlinson, of the University of New York, met in the course of the evening to determine on the disposition of an additional sum of \$100 for prizes given by Dwight Olmstead of the law firm of Tracy, Olmstead & Tracy, of No. 50 Wall street. The prizes, as before announced, were \$150 and \$100 as a first and second prize for the contest in oratory, and two prizes of \$125 each for the best essay upon each of the two subjects named. It was decided to add \$25 to each of the four prizes.

The exercises of the evening were prefaced by Dr. Hall with these words:

LADIES AND GENTLEMEN: The duties of a president on this occasion are purely formal, and a wise president in this case would be extremely unwilling to put himself in competition with the various eloquent speakers whom you are to hear, and of whom competent judges are to make decision this evening. This is, as you know, an inter-collegiate contest in the field of oratory, and I am sure that there are few in this house who will refuse to cherish the hope that it may be the beginning of greater things and wider and more comprehensive efforts on fields of more exact study and culture, by which the intelligence of the country, as well as the standard of the colleges, will be advanced. Such a large audience as this, on such an evening as this, bespeaks the interest you feel in the contest, and I need not bespeak your candid and close attention. Let us hope that these, our modern Isthmian games, may serve to bind together more closely not only the members of our republic of letters, but the various sections of our country itself.

The 11 orators who contended for the prizes in oratory represented the six institutions, Cornell, Princeton, Williams, the University of New York, Rutgers and Lafayette, Cornell having one representative and each of the others having two. The names of the orators with their subjects are shown in the following list, which gives the order in which they spoke:

College.	Name.	Subject.
Rutgers	J. H. Salisbury	"Necessity for Independent Thought."

Lafayette	Forest Hulings	"The Brotherhood of Man in America."
Williams	C. B. Hubbell	"The Good King of the North."
Williams	W. D. Edmonds	"The St. Simon Stylites of Today."
University of N. Y.	B. C. Cooke	"Men of Strength."
Rutgers	James Kemlo	"Charles Sumner."
University of N. Y.	J. C. Tomlinson	"The Cid."
Princeton	N. D. Nicholas	"Michael Angelo."
Lafayette	N. H. Larzeiere	"The Truest Statesman."
Cornell	James F. Cluck	"The Grecian and the Gothic Architecture as Exponents of the Religious Sentiment."
Princeton	S. M. Miller	"Free Thought."

The orations were all carefully prepared, and many of them exhibited rare finish in either dramatic or poetical directions, very few trying to carry the day by ungarnished, solid theories, delivered in a sober, thoughtful manner. Messrs. Salisbury and Miller wrote and spoke in the last mentioned style, and by their clear merit secured attentive listeners; but the audience applauded loudest an effort at dramatic flight or a pleasant pictured description. This was especially apparent in the speakers, to whom were awarded the prizes; these were John C. Tomlinson of this city, from the University of New York, who took the first prize, and Walter D. Edmonds of Utica, N. Y., from Williams College.

After the conclusion of the recitations, the act of which was not ended until 11 o'clock, the three judges of oratory retired to deliberate on their decision, and Col. T. W. Higginsen read the report of the judges of prize essays. After reading the circumstances of the appointment of the Committee, the report repeated the rules established by the Committee, which fixed upon a prize of honor for the best and honorary mention for the second best essay on each of these subjects, the essays being limited in length to 5,000 words. First, any character or play of Shakespeare's analyzed and criticized; secondly, "The Utilitarian Theory of Morals." The conclusions of the report are presented as follows:

The whole number of essays received at the appointed time was eight, five of these relating to Shakespearean subjects, and three to Utilitarianism. It will be observed from the circular that these essays were not originally sent to us, but passed through other hands.

The essays were read by us separately, and the opinion of each was separately written down before any consultation with one another. In regard to the three essays on "The Utilitarian System of Morals," there was no difficulty in coming to a decision. We unanimously awarded the prize to the essay signed "Calydore," which we regard as a paper of uncommon merit. The Honorary Mention is unanimously awarded to the essay signed "Clermont," which is, in our judgment, superior to the remaining essay in originality of thought, though not in care and fidelity of execution. All these essays are so creditable to their authors as to reconcile us, in some degree, to their small number.

Among the five essays on Shakespearean subjects there are two which stand out conspicuously above the others; and between these two we have found it less easy to decide. Upon mature consideration we award the prize to the essay on Shakespeare's "Henry V." and the honorary mention to the essay on "The Clowns in Shakespeare." This award is made on the ground of merit; but we have been assisted in decision by the fact that the last-named essay goes so far beyond the prescribed limit as to length that we should not have felt justified in awarding it the prize.

We would say, in closing, that the average quality of these essays is, in our judgment, decidedly above that of the usual college compositions; that they are generally marked by simplicity, directness and modesty, combined with a fair amount of originality and with great freedom from verbiage and bad taste. The successful essays on Utilitarianism are free from all mere conventionalism or sectarian bias; and the successful Shakesperian essays show no undue dependence on the French or German school of critics. We are, on the whole, heartily pleased with the success of this first Inter-collegiate Literary Competition in letter writing.

Following is a full list of the essays presented with the names and colleges of the essayists:

College.	Name.	Subject.
Williams	H. B. Ballard	"Timon of Athens."
Williams	C. H. Watson	"Macbeth."
Lafayette	A. G. Dewalt	"Othello"
Princeton	Allen Marquand	"The Utilitarian Theory of Morals."
Univ'ty of N. Y.	H. C. Alvord	"The Utilitarian Theory of Morals."
Univ'ty of N. Y.	W. R. Thompson	"The Utilitarian Theory of Morals."
Cornell	Geo. H. Fitch	"Henry V."
Cornell	Jas. F. Cluck	"The Clowns in Shakespeare."

It thus appears that Allen Marquand of Newark city, representing Princeton, takes the prize in one subject, and W. R. Thompson of the University of New York is honorably mentioned; in the other subject Geo. H. Fitch of Cornell takes the prize, and James F. Cluck is honorably mentioned.

When William Cullen Bryant—clarum et venerabile nomen

came forward to announce the decision of the judges of oratory he was greeted with the liveliest enthusiasm. After referring to the hesitation which the judges felt in making the decision, on account of the merit of several of the orations, he declared J. C. Tomlinson of the University of New York, and Walter D. Edmonds of Williams College to be the winners of the first and second prizes respectively, an announcement which was received with great applause by the friends of those gentlemen. By the liberality of Mrs. Astor, who gave \$500, and Dwight Olmstead, who added \$100, the Committee had at their disposal \$600 for prizes. Of this sum they gave \$150 to each of the better essays of the two classes, and honorable mention to the second mentioned. A prize of \$175 was further awarded to John C. Tomlinson, of New York University, for the first oration; and \$125 to Walter D. Edmunds, of Williams College, for the second. As soon as the result had been announced the New York boys took up the applause and cheered their peculiar cheer over and over again, until finding their winning man they raised him on their shoulders, and in procession marched from the Academy through Fourteenth street, singing as they went.

The Inter-collegiate Literary Association met on Friday morning at 10 o'clock, for the choice of officers and for preliminary arrangements for the contests of next year. It is not expected, however, that the arrangements will be completed at this convention. Delegates from several colleges which were not represented in the exercises of Thursday evening will probably be present. The place of meeting for the convention was at the Fifth Avenue Hotel.

Upon calling on Mr. C. B. Hubbell, of Williams, he expressed, on behalf of those colleges that participated in the contest, great gratification at the courtesy, kindness and sympathy with which they had all been treated by the citizens of New York. He also further stated he had strong reasons for believing that the next gathering would show a much larger representation from each college. We sincerely trust that in this respect his opinion will be found correct—for we confidently believe that nothing has taken place for years which will exert a stronger influence for good on collegiate education than the brilliant literary contest which has just closed.

UNION COLLEGE.

The Tribune publishes the following letter from Union College:

To the Editor of the Tribune:

SIR: An account of the Inter-collegiate Contest in the Tribune of Dec. 26, says: "Union College has appointed a representative in oratory, John Lansing, but owing to his illness he will be prevented from appearing on the stage of the academy." We desire to correct the above statement. Mr. Lansing is not ill, and has not been ill; so that for that cause he will not be prevented from appearing in the contest; but he has been prevented from appearing by a unanimous vote of the college against his appearing there. This action of Union was necessitated by the same circumstances and reasons which caused ten colleges (and those ten are the ones which stood the highest among the sixteen) to withdraw from the coming contest. We would feel obliged if you would give publicity to this article.

C. B. KING,  
S. W. ABBEY,  
JOHN E. WOODBRIDGE,

Committee.

Union College, Jan. 3, 1875.

THE DUTY OF THE STATE TO SECURE TO EVERY CHILD WITHIN ITS BORDERS THE BENEFITS OF ELEMENTARY EDUCATION.

BY DEXTER A. HAWKINS, ESQ.

A STATE consists, not of so many square miles of land and the structures upon it, but of organized society of human beings. Upon the character and condition, physical, intellectual, and moral, of the individuals composing this society, depend the wealth, power, prosperity and happiness of the State.

If this is true of States generally, it is in a far higher degree true of a republican State—a State where all power is primarily vested in the citizens; where the government is a direct emanation from their will. A stream cannot rise above its source; grapes do not grow of thorns, nor figs of thistles. Ignorance is the mother of poverty and crime. A single illiterate pauper girl in the State of New York has in seventy-five years become the ancestor of over two hundred criminals—pests to society, a burden and tax upon the people.

Wherever large masses of the ignorant settle down, vice develops and generates; property depreciates; law-breakers are chosen to make and to administer the law; both person and estate becomes daily more and more insecure, till finally the strong arm of force from without is

Continued on 26th Page.

## SAMUEL S. RANDALL,

LATE SUPERINTENDENT OF PUBLIC INSTRUCTION IN THE  
CITY OF NEW YORK.

SAMUEL S. RANDALL, who, for more than thirty years, has been connected with the administration of the system of Common Schools in the State of New York, was born May 27, 1809, at Norwich, Chenango County. After passing through the ordinary district schools of the neighborhood, he was transferred to Oxford Academy in 1823, and, having been fitted for college under the tuition of Rev. Dr. Andrews, now of Binghamton, entered Hamilton College in 1824, then under the presidency of the Rev. Dr. Davis. At the end of the Sophomore year, he left that institution to prosecute the study of the law in the office of Messrs. Clark & Clapp, at Norwich, and in 1830 was admitted to the bar, and practiced the profession for several years in his native town.

In May, 1837, Mr. Randall was appointed by the Secretary of State and *ex-officio* Superintendent of Common Schools, Gen. Dix, as a clerk in the department of Common Schools. Gen. Dix was at that time engaged in the preparation and publication of a volume of "*Common School Decisions and Laws*," and this, together with the correspondence of the department, and the examination and decision of appeal cases from the several school districts, required the active services of an efficient clerk, who acted under his constant dictation. During this period, the District Library System was inaugurated and carried into effect. In 1839, Gen. Dix was superseded in the charge of the department by the Hon. John C. Spencer, who immediately upon his accession, with that indefatigable energy, industry and perseverance, which so eminently characterized him, entered upon the task of a complete revision and modification of the common school system, in which he was essentially aided by Mr. Randall, whose services were retained under the new organization. By the provisions of the new act, drawn up by Mr. Spencer, and which passed the legislature in 1840, the superintendent was authorized to appoint a General Deputy, and the Board of Supervisors of the respective counties in the State were required to appoint Deputy or County Superintendents, who, under the direction of the State Superintendent were charged with the visitation and examination of schools, the licensing of teachers, and the hearing and decision in the first instance of appeals. Mr. Randall was appointed General Deputy Superintendent, and charged with the general correspondence of the department, which had now become very voluminous, and the examination of cases on appeal from the decision of the County Superintendents. During the administration of Mr. Spencer, the *District School Journal*, edited by Francis Dwight, Esq., was transferred from Geneva to Albany, and Mr. Randall became a frequent contributor to, and subsequently an associate editor until the death of Mr. Dwight, when the entire conduct of the journal passed into his hands. In 1842, Mr. Spencer having been appointed by President Tyler, Secretary of the Treasury, Mr. Randall became acting superintendent, and continued to discharge the duties of that position until the election of the Hon. Samuel Young, in the ensuing year. Col. Young immediately on his accession appointed Mr. Randall General Deputy Superintendent, devolving upon him, without restriction, the entire charge of the department; and although differing in the outset with his predecessors as to the expediency and policy of continuing the County Superintendent system, was induced by Mr. Randall to give the system a fair trial and examination, which resulted in a strong conviction of its excellence and value, and an unalterable determination to sustain and carry it into effect. Under his administration, and through the agency of the County Superintendents, comprising some of the ablest and most intelligent men of the State, the system of public instruction attained an efficiency which has never since been surpassed, or even equaled. The State Normal School was established and organized; the several districts were thoroughly visited, the teachers subjected to a rigid examination, county institutes held, local dissensions and controversies equitably and speedily settled, State conventions of County Superintendents held; and energy, vigor and progress infused into the entire system. Col. Young was succeeded in 1845, by N. S. Benton, Esq., of Herkimer, who continued Mr. Randall in the position he had so long held, the duties of which he continued to perform until the autumn of 1846, when he was compelled by failing health, induced by his severe and unremitting labors, to resign the position and spend a few years in a southern clime for the recovery of his exhausted physical energies. The following extract from Hammond's "*Political History of New York*," will serve to show the high appreciation of Mr. Randall's services and character, recorded by this eminent statesman and enlightened friend of education:

"In framing this bill," referring to the amended Common

School Act of 1842, "Mr. Spencer was powerfully aided by his Deputy Superintendent, S. S. Randall, Esq., one of the most worthy and excellent of men, who was himself competent to preside over any educational bureau in the United States. A deep debt of gratitude is due from the people of this State to this talented and zealous friend of popular education for his services in that great and good cause. He was by profession and in principle, a Whig, and was brought into the department while the government was administered by the Whigs; but Col. Young, notwithstanding, when he became Secretary of State, retained him in office. Mr. Young, it is true, was an ardent politician; but this noble act proves that with him, the cause of popular education was paramount to all others. It is deeply to be regretted that the state of Mr. Randall's health has compelled him to abandon the office and migrate from the State."

During his sojourn at the South, Mr. Randall visited the principal towns and cities, lecturing on the subject of education at Washington, Richmond, Leesburg, and other places. In 1849 he was recalled to the position he had formerly occupied in the school department, by the Hon. Christopher Morgan, who had succeeded Mr. Benton, and resumed the entire charge of the system, which he continued to administer until the end of Mr. Morgan's term. In the struggle which chiefly characterized this period, for the establishment of the free school system, Mr. Randall took an active and decided part; and it was to a very great extent owing to his personal and indefatigable exertion that

Common School System of the State of New York," from its organization to 1872, which was published by Messrs. Ivison, Blakeman, Taylor & Co., a work on "Populor Education and Public Instruction," and a "History of the Public Schools of the city of New York," the last of which is still in manuscript. Early in January, 1874, he was reluctantly prevailed upon to accept the position, tendered by the late Mayor Havemeyer, of inspector of the eighth school district, comprising the territory recently annexed to the city from Westchester County, and forming the present 23d and 24th Wards, which office he still continues to discharge.

Mr. Randall commenced his career in the common school department at about the same period that Horace Mann entered upon the discharge of his duties as Secretary of the Board of Education in Massachusetts, and Henry Barnard as State Superintendent of Connecticut, and afterwards of Rhode Island. Massachusetts, Connecticut and New York gave the first great impulse to those efforts in behalf of popular education, which have subsequently extended over almost the entire area of the free States of our Union. In conjunction with these fellow-laborers, with the late lamented Col. Young, John C. Spencer, David P. Page, and Francis Dwight, and such men as Bishop Potter, of Pennsylvania, Henry S. Randall, of Cortland, William F. Phelps, of New Jersey, and Messrs. Bulkley and Valentine, of Brooklyn, and other names identified with the cause of public instruction, he has spent the best years of his life in endeavoring to advance the intellectual and moral interests of the rising generation, and to diffuse the blessings of education broadcast over the land.

## THE AGASSIZ MEMORIAL.

TEACHERS AND PUPILS FUND.

13 Exchange street, Boston, Dec. 12, 1874.

We have already had the pleasure of reporting, in the public newspapers, the contribution of \$741.63 from 455 teachers and 12,018 pupils of the public schools of Baltimore.

In New York, the President of Columbia College, and Madame Charlier's Institute, gave \$129.61. In Brooklyn, the Packer Institute, and Public School No. 1, gave \$190. In Boston proper, 21 friends, some 30 teachers, and a few pupils gave \$990.15. In the Charlestown district 115 teachers gave \$135. In the Western States many cities and towns gave freely, Chicago, \$1,003.40; St. Louis, \$765.53. Below is a statement showing the amounts received from all quarters. Useful as the amount received will be in building up the memorial, we have reason to believe, from the letters received at this office, that the indirect effects have been of equal value, that it has been a very important event in the education of the country. It has given to the teachers throughout the land a rare opportunity to enforce upon their pupils the lesson of the boyhood and manhood of a great and good man, and to teach them the appreciation of those great ideas of which he was an exponent. It has led to meetings where Agassiz's methods of teaching have been explained and discussed. To the established associations for the study of Nature it has given a new impulse, and it has caused the formation of new ones, particularly among the young. Teachers everywhere have found in this plan to honor an eminent man, who claimed above all else that he, too, was a teacher, a new motive to faithful service.

Maine, \$83.90; New Hampshire, \$64; Vermont, \$18.76; Massachusetts, \$2,555.07; Rhode Island, \$140.05; Connecticut, \$54.36; New York, \$1,166.97; New Jersey, \$216.99; Pennsylvania, \$108.81; Maryland, \$815.33; Delaware, \$19; District of Columbia, \$25; Virginia, \$5; West Virginia, \$5.45; North Carolina, \$2; South Carolina, \$0.25; Ohio, \$174.25; Indiana, \$33.35; Michigan, \$172.04; Illinois, \$1,982.54; Wisconsin, \$226.04; Minnesota, \$114.67; Iowa, \$71.25; Missouri, \$882.79; Kansas, \$45; Nebraska, \$12.75; Colorado, \$66.25; Nevada, \$60; California, \$47.50; Texas, \$2; England, \$34.16; Unknown, \$27.31. Total, \$9,192.74.

JAMES M. BARNARD, Treasurer.

*The Providence Press* relates this anecdote: A young gamin applied at the Central Station this morning for a ticket to the poor children's excursion of the Christian Association. He was asked if he was a Christian, and promptly said he was. "Are you an honest boy?" "Yes, sir!" The phrenologist of the force lifted the lad's hat to examine his bump of conscientiousness, when out fell a ticket for the excursion.

The man who keeps on voting for General Washington lives in Jersey. The Hackensack *Republican* sticks a pitchfork into him thusly: There was one man who lives in the county, and happened in town for the first time for quite a while. He wanted to know what all the bunting was displayed for. He was informed that it was in honor of General Grant's visit. "General Grant! who's he?" "Why, the President, of course." "The President of what?" "The United States." "Oh!"



SAMUEL S. RANDALL.

this great measure was finally carried through all the forms of legislation, and became the settled policy of the State. At the termination of this contest, and of Mr. Morgan's administration, Mr. Randall again resigned his position, and took up his residence at Washington, where he was tendered an appointment in the War Department, which he held until November, 1853, when he accepted the appointment of city superintendent of the public schools of Brooklyn. This position, however, he held only for a few weeks, when he was again, and for the third time, called to the State department by Superintendent Leavenworth, in January, 1854. Soon afterwards the legislature passed an act, on the special recommendation of Mr. Leavenworth, and his predecessor in office, Hon. H. S. Randall, separating the supervision of common schools from the office of Secretary of State and organizing it as an independent department. Mr. Randall became a candidate for the head of this department, but was defeated by the Hon. Victor M. Rice; after remaining for a few months, and assisting Mr. Rice, as his deputy, in the organization of the new department, he was appointed in the summer of 1854, City Superintendent of Public Schools in the city of New York, to which position he was eight times unanimously re-elected, and which he continued to hold until June, 1870, when from considerations connected with his health and advanced age, he declined a further re-election. Subsequent to his resignation he was complimented by a public dinner given by the inspectors and other school officers of this city, at which the late Hon. James W. Gerard presided. During the three ensuing years Mr. Randall prepared a "History of the

## Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

### SKETCH OF CORNELL COLLEGE, MT. VERNON, IOWA.

FROM CORRESPONDENCE OF THE CHICAGO *Post and Mail*.

CORNELL COLLEGE

was established in 1857, under Methodist administration. The largest graduating class ever sent out numbered 22, that of last year, 12 members. The enrollment the present year is 460 students; corps of teachers, 16, headed by the Rev. Wm. F. King, who has just returned from a year's journeying in Europe, and brings fresh energy to the cause. Miss H. J. Cooke, the accomplished Preceptress, is at present chiefly engaged in canvassing for an endowment fund, to establish a Lady's Chair of English Literature.

Profs. Collin and Boyd are popular lecturers, at home and abroad. Prof. H. H. Freer presides over the preparatory and normal departments, and as librarian exercises due watchfulness over the 4,000 well-chosen and handsomely bound volumes constituting the college library. In this storehouse of literature, and in the rich cabinet which includes among its treasures the fine collection of Rev. A. B. Kendig, and the "Woodman Cabinet," the Cornellians are highly favored. An alumni professorship, under a \$1,000 endowment raised among the one hundred and forty-five alumni, is an achievement that does credit to so young an institution. There are also six endowed scholarships for the benefit of students preparing for the ministry.

The closing half hour of my stay, spent in listening to the class in vocal music under the supervision of Prof. I. H. Bunn, one of Iowa's most noted vocalists, tended to confirm the opinion already formed, that earnestness of purpose and cheerfulness of spirit characterized the movements of all, both teaching and taught.

#### THE COLLEGE CAMPUS

embracing about 20 acres, with its shade and gently sloping sides, is truly inviting; giving ample room for promenading, games of ball, and croquet, and serving as trial ground for the class in engineering, who are proud to display the new set of instruments just provided for their use; also the space for military drill required by the "Cornell Cadets." This class has profited so well by the lectures and instructions of Lieut. Webster (a regular army officer detailed by the Secretary of War for this purpose) that the presence of the "Cadets" at any celebration or public gathering, in this portion of the State is hailed as quite an acquisition. Three spacious buildings adorn the enclosure; the main college containing recitation, scientific, and society apartments, besides a chapel, which is to be given over for additional society halls (to accommodate the five literary organizations) as soon as a new and separate building can be erected to meet the growing demands of the school, and give better facilities for occasional lectures, entertainments, etc., \$5,000 having been pledged by citizens of Mount Vernon, it is expected that sufficient funds can be raised to erect a \$20,000 chapel by early spring at least; second the music department and boarding hall for ladies, and a newer edifice used as a club house or boarding hall for young gentlemen.

#### CO-EDUCATION; WHY NOT?

And now, *apropos* of that discussion which Dr. Clarke so effectually inaugurated: The attendance at Cornell has been on the average 60 per cent. female to 40 per cent. male, and the requirements are precisely the same of all! Not that they make exact soldiers of the ladies; in lieu of the "battle field," the lighter exercise of the gymnasium is submitted for physical training; but in the requirements of study, in Latin and mathematics even, the ladies have held fair rank in the classes; while in the class of twenty two pursuing the study of Greek, there are three ladies, and they not only "hold their own," but one of these fair ones is second to none in the class!

Further, of the four aspirants for the honor of representing Cornell in the State oratorical contest, held at Iowa City the first of the month, two were gentlemen and two ladies, and the great difficulty the committee found in deciding was which of the two ladies should be sent forth upon the important mission! Preference was finally given to Miss Martha Clinton, of Mt. Vernon, whose subject was "The Unrewarded."

Thus do their "own works praise them."

By reference to the columns of the *Collegian*, an eight-paged paper, issued in the interests of the college, under the auspices of the Literary Societies, I find that ninety-five graduates of Cornell College are residents of Iowa, and some of the remainder are scattered through eleven States of the Union; one—not forgotten, despite her wanderings—is in far-off India. Of their professions: 29 are following teaching (a majority ladies), 17 have chosen to ex-

pound the law, 16 are advocates of the doctrines of peace, and all excepting four of these are members of the Upper Iowa Conference: the pulpits of Clinton, Lyons, Dubuque, Cedar Rapids and Iowa City having been filled from among the number. One assists in making the laws of the State; five are editors: and, of the rest, whether soldiers or citizens, mechanics or farmers, tradesmen or politicians, laborers at home or abroad, the record has proven that they bore out upon the circle of a wider influence the precepts and teachings inculcated at their revered Alma Mater.

The *Collegian* (the paper of Cornell) copies the above and comments on it as follows:

We give to our readers, in this number of the *COLLEGIAN*, an article which appeared in the *Chicago Post and Mail* some weeks ago; partly for the truth which it contains, and partly for the truth which it does not contain. The graduating class of '74 consisted of eighteen members instead of twelve, as the *Post* has it. Professor Williams has been librarian for more than a year, and under his energetic management, our students have been enabled to obtain the use of the library during six days of the week; and they owe Professor Williams a debt of gratitude for his interest in their behalf. The Alumni Endowment is \$10,000 instead of \$1,000, and yields a revenue of \$1,000 for the support of the alumni's professor. Furthermore, the *COLLEGIAN* is a twelve-paged paper, and has been since the July number.

We are so thoroughly surprised by the percentage of male and female attendance given in the article referred to, that we were not satisfied until we had computed from the last catalogue, the per cent. as near as it could be determined from that source, and found that instead of "60 per cent. female to 40 per cent. male," the attendance for the past year, was, in the regular college classes, 73½ per cent. male to 26½ per cent. female; and including all departments of the college, we found the attendance was 61.3 per cent. male to 38.7 per cent. female. So the Hawkeye boys are not so unmindful of their privileges after all. We are not so extremely desirous of notice, but we prefer to have the full benefits and character of our schools set forth, when we are taken in hand for the purpose of being shown up to the public.

#### THE NEW SCRIPTURES,

ACCORDING TO TINDALL, HUXLEY, SPENCER AND DARWIN.

[The following clever piece of satire on the evolutionists of the present day is well worth perusal.]

*Genesis—Chapter II.*

1. Primarily the Unknowable moved upon cosmos and evolved protoplasm.
2. And protoplasm was inorganic and undifferentiated, containing all things in potential energy, and a spirit of evolution moved upon the fluid mass.
3. And the Unknowable said, Let atoms attract and their contact begat light, heat and electricity.
4. And the Unconditioned differentiated the atoms, each after its kind, and their combinations begat rock, air and water.
5. And there went out a spirit of evolution from the Unconditioned, and working in protoplasm and accretion and absorption produced the organic cell.
6. And cell by nutrition evolved primordial germ, and germ developed protogene; and protogene begat eozoon, and eozoon begat monad, and monad begat animalcule.
7. Animalcule begat ephemera; then began creeping things to multiply on the face of the earth.
8. And earthly atom in vegetable protoplasm begat molecule, and thence came all grass and every herb in the earth.
9. And animalcule in the water evolved fins, tails, claws and scales; and in the air wings and beaks, and on the land they sprouted such organs as were necessary as played upon by the environment.
10. And by secretion and absorption came the radiata and mollusca, which begat articulata, and articulata vertebrata.
11. Now these are the generations of the higher vertebrata, in the cosmic period that the Unknowable begat evolved the bipedal mammalia.
12. And every man of the earth, while he was yet a monkey, and the horse while he was a hippo, and the hippo before he was a redon.
13. Out of the ascidian came the amphibian and begat the pentadactyle; and the pentadactyle by inheritance and selection produced the hylobate, from which are the simiadæ in all their tribes.
14. And out of the simiadæ the Lemur prevailed above his fellows and produced the platyrhine monkey. And the platyrhine begat the catarrhine; and the catarrhine monkey begat the anthropoid ape, and the ape begat the longimanous orang, and the orang begat the chimpanzee, and the chimpanzee evolved the what-is-it.
15. And the what-is-it went into the land of Nod and took him a wife of the longimanous gibbons.

16. And in process of the cosmic period were born unto them and their children the anthropomorphic primordial types.

17. The homunculus, the prognathus, the troglodyte, the antochthon, the terragen; those are the generations of primeval man.

18. And primeval man was naked and not ashamed, but lived in quadrumanous innocence, and struggled mightily to harmonize with the environment.

19. And by inheritance and natural selection did he progress from the stable and homogeneous; for the weakest died and the strongest grew and multiplied.

20. And man grew a thumb for that he had need of it, and developed capacities for prey.

21. For, behold, the swiftest men caught the most animals, and the swiftest animals got away from the most men; wherefore the slow animals were eaten and the slow men starved to death.

22. And as types were differentiated the weaker types continually disappeared.

23. And the earth was filled with violence; for man strove with man, and tribe with tribe, whereby they killed off the weak and foolish and secured the survival of the fittest.—*Correspondence of the Cincinnati Commercial, Nov. 19.*

#### SOMETHING WANTING IN OUR EDUCATIONAL PLAN.

BY TAYLER LEWIS, LL.D.

SOMEHOW results do not correspond to the great preparations, the abundant writing and talking, the alleged improvement in books, the claim to superior and more philosophical methods of teaching, which have characterized the past twenty-five or thirty years, both in England and in the United States. Why is this? It is very easy to see the errors of the past, but are we really outstripping a former generation with all the speed such helps, if they be all true helps, should give us. It is easy to make sport of the old school houses; but is the mind which comes from the new, quality and quantity considered, as much superior as might be expected from so much more elaborate a process of manufacture? The thought came up as I lately visited the place where I first learned the alphabet and the primer, the old decaying school house of my boyhood. There it still stood

Besides yon straggling fence that skirts the way, though years ago superseded by a more ambitious edifice: O the hallowed spot! but, how humble! humble, then, in its lone windowless desertion; humble even in all the associations connected with it. How poor the furniture that memory calls up! No maps or pictures ever graced its unkempt walls; no globes or scientific apparatus ever adorned its inkstained benches. Its books, how poor the catalogue! One only spelling-book, where now there are hundreds, each one claiming to supply a desideratum indispensable to progress in education. Webster was all we had, and all we wanted. It was our encyclopedia. It was spelling, and reading, and rhetoric, and poetry, and mythology, and moral philosophy. In this last department it must be confessed that Webster was ambitious. It is claimed as the merit of modern spelling books that in their first reading lessons they adapt themselves to the capacity of the child. See how they condescend in this wise purpose. We shall find them commencing some how after this sort:

The cat ran after the rat.  
The man has a hat on his head.  
The dog will bite.  
Will the dog bite?

I never see anything of this kind without the mind's going vividly back to the day when "bag" and "ba-ker" had been mastered, and we first went into "readings," or into "No man," as it was called. The scene is now before me; the thumb-worn book, the timid boy, as he first stood upon the mysterious threshold of the art unknown—but deepest of all, in the soul's deep memory, is that monosyllabic line then first enumerated in the child's slow monotone—

No-man-may-put-off-the-law-of-God.

I never knew where Noah Webster got that line. It is not, in words, from the Scriptures; but a truth graver, deeper, loftier, never fell on mortal ears. We understood it, too. The truth lifted us up to its own level, and though the speaker may claim to have done some thinking since that day, and to have devoted no small time to study, he has learned no higher ethics, no profounder or more practical theology. What followed was like unto it—

My-joy-is-in-His-law-all-the-day—  
Oh let me not go in the way of ill men.

We must all be laid in the dust.

Keep thy tongue from evil, and thy lips from speaking guile.

Come unto me—I will teach you the fear of the Lord.

Dogmas! some would say—mere words which the child does not understand. Give him something practical—give him things to read about. Words indeed! but O they are

"words that breathe," and thoughts that stir with life. Reflections are they, though far away, of that Uncreated Beam—even of that eternal Word which "became flesh" for the life of the world. It is a libel on our childhood to say that we could not or did not understand such words as these. There is in that period of life a musing state of soul that passes away in the after world-hardening, and hence the strong demand that the first lessons should be of the most spiritual kind. If this is above the ordinary level of the child's mind, so much the better. Come down to this level, says the modern book; and sometimes it would even seem to take its place much below it. "Come up hither," says Wisdom, "think the things that are above." This process cannot be begun too early. The elder and graver teaching, doubtless, often missed its aim. Of the more accommodating instruction it may be said that far more frequently it does just that which it is best fitted, if not designed to do. But in other respects, certainly, the old book falls far below the modern standard. Compared with our splendid modern spelling lessons, adorned as they are with all the art of the printer and the engraver, how homely it was! Poor old Webster, with its coarse brown paper, its warped wooden binding, its blurred typography, its pictures so wretchedly engraved that no one could hardly tell the old man from a stump, or the boy's head in the apple tree from a bird's nest! what would we think now of such a book?

Webster was the foundation; and then we had Pike's Arithmetic, and Dwight's or Morse's Geography, with two or three almost illegible maps. For reading books there were Bingham's American Preceptor, and that choice collection still furnishing choice reading for a leisure hour, Murray's English Reader—Murray's Grammar too; no other name known as authority in what was then the most occult of the sciences. A scant library indeed; but we learned much from those few plain unpretending books; for we had for our teacher, an honest, simple-minded, yet intelligent man, who taught us all that was in them, just as it was, without any talk of induction, or development, or making us think for ourselves. His sole idea of a teacher was that of laborious fidelity, and so he made us learn all the rules in Pike's Arithmetic, and do all the sums. We learned Murray too, *verbatim et literatim*; and then we "went into parsing," and we parsed, and we parsed, through the grammar book, through the poetry in the English Reader, and through Pope's Essay on Man, which was taking a high stand, and equivalent to a master's degree in the science. And we became skillful parsers too—equal to anything in that line now produced. If any one asks how this could be, or what was the philosophy of our process, I cannot tell him. There was no philosophy about it. All that I can remember is that we did the thing. We learned the rules and definitions memoriter, just as they were in the book, and then we parsed away; the old teacher faithfully correcting us when wrong in taking the sense, or in naming the part of speech, and patiently showing us in any given case how to apply our rule. Somehow we got it, and got it right. I am sure that I do not say this simply as a croaking senior—

*Difficilis, querulus, laudator temporis acti.*

I have since had the advantages of a more extended education, although I do not think that it has done much to mend my parsing, but there are some of those *parsers* that might be cited, who have had no other schooling, and whom I would not hesitate to put against any modern parsers that our schools would now turn out, with all the English grammars, or straight jackets for the English language, that have since so abundantly made.

No doubt there was great room for improvement in such a kind of teaching, but when we speak of it as so deficient, as our caricatures would represent, we overlook or grossly underrate the elements of value that belong to it. We fail to see how much can be done by simplicity, and directness, and fidelity of instruction, in the humblest methods and with the humblest means. Turn we now to that new schoolhouse that stands near by. How different an aspect it presents, with its maps and globes, and new books adorned with the most elegant engravings. The former had nothing to show but what still lives in the memory, its adhesive memoriter exercises, its hard-learned rote lessons; but the new, how abounding in readers and text book, all full of the philosophy of education! How striking the contrast—the poor old place with its poor old forms, its "bare words," as some would say, and the new, how rich in *things*, new things, appealing to the senses, and designed to make boys think, whether with words or without them! They may be taken as the representatives of two periods. The case is certainly fairly stated for the latter. But here is the question again for practical inquirers. Are the men and women who now go from these improved seminaries *so much* superior in intelligence to those of a former generation, as these undeniable improvements would give reason to expect? Are they less liable to error, less easily imposed upon by falsehoods and quackeries of every kind? Do

they think more independently, or as much more independently as they have had a so much better schooling? If not, why not? If we must all admit some failure here, if the most sanguine are compelled to confess that superiority of result is far from being in the ratio of effort, then let us all direct our efforts to one aim however different the ways we take. There is something yet lacking in our educational philosophy; let us all try and find it out.

## The Educational Press.

### PROPER SCHOOL INCENTIVES.

THE subject of proper school incentives, without doubt, furnishes one of the most difficult problems for the teacher to solve. Many different views are held upon this subject, and many of them may be supported by good arguments. But too often, we fear, the teacher is looking only toward immediate results rather than consulting the future good of the pupils involved. The pressure brought to bear upon many of our teachers by the so-called per cent. system has a tendency to urge them to use incentives which will serve the present only, and in the end work injury to the best interests of the school.

One plan which is sometimes resorted to even in this advanced age of education, we feel obliged to condemn. We base this condemnation not alone upon our experience as a pupil, nor our observation and experience as a teacher, but also upon the results obtained by many eminent educators who have preceded us, and who have left their record to prevent us from being betrayed into mistakes and dangers from which they barely escaped. This custom, which we believe to be so pernicious to the best interest of pupils, is that of detaining them after school to do the work not properly done in school time; to study unlearned or poorly prepared lessons. This habit, we think, will in the end tend to make them dislike more and more the subjects so studied.

Our best students of human nature have laid down as a principle, that we should never allow anything, which we desire our pupils to become interested in and to love, to become connected in any way with the idea of punishment. These being associated, the mind of the pupil naturally turns with dislike to the work which is required as a penalty; regarding it as the cause of punishment rather than the want of application, which is the true cause. Hence that in which we wished him to engage with interest, becomes anything but agreeable. We grant that instances may be found where some may have been benefited by such a method; but where one such case may be instanced, fifty may be found where the results have been unsatisfactory and even detrimental to the intellectual and moral education of pupils.—*National Teacher.*

## The Press on Education.

### ARE COMMON SCHOOLS UNIVERSITIES?

WE are glad to see that the subject of giving to the children of this city, at the public expense, what is usually denominated "a liberal education," instead of a common school education, is receiving attention in the right quarter. Our common school system, at least in the city of New York, has been tending toward a free college education, not only increasing the expense enormously, but actually interfering with that elementary education which it was the design of the system to secure for all classes alike.

At a late meeting of the Board of Education of the city the Committee on the Course of Study made an elaborate report contemplating a thorough system of education in German. On the heels of this report, Commissioner Baker offered a resolution [These are in the JOURNAL of Dec. 19.—ED.] which escaped being laid on the table by a tie vote. The whole subject was then referred to the Committee on Salaries and Economy, where we hope it will not be allowed to sleep. The matter is one which is worthy of profound consideration, especially when it is proposed to degrade the character of the schools by reducing the salaries of the teachers below those of common hod-carriers. We are satisfied that the managers of our public schools have been attempting too much in the way of education, and have not sufficiently regarded the genius of the system and the genius of our public institutions generally.—*N. Y. Observer.*

EDUCATION.—The Board of Education, we are glad to see is preparing for a vigorous campaign against ignorance. The provisions of the Compulsory Education act are to be vigorously enforced. Steps will be taken to gather all the street arabs into the schools, and for this purpose an efficient machinery will be created. It will introduce a much needed reform into our social system, and we hope the Board will use firmness and promptness in carrying out their resolutions.—*Herald.*

## Scientific.

### FROGS AND TOADS.

It may be because we see frogs and toads so often, and because we generally regard them with dislike, that we are apt to think of them as very uninteresting animals. They are, nevertheless, very interesting, and the stories in regard to them are sufficiently marvelous, if we believe only a tithe of those related. Many instances are reported where they have been taken from the heart of trees or from holes in rocks where, judging from the formation of the stone, they must have lain for many years. A Welsh miner working near Merthyr Tydol, at a depth of forty-five feet from the surface, broke a piece of shale in which a frog was confined. It was weak, but could move about. Its eyes were large and well formed, but were apparently sightless. The mouth was closed permanently, and the breath was drawn through the skin covering the lower jaw. The frog, though unable to eat, grew in size and weight. The spine was curved, having grown in a distorted manner to accommodate itself to the confined space. All this seems to prove that the frog had been confined in the rock for a very long time, though we are hardly prepared to accept the miner's statement that it had lived below the surface of the earth for 5,000 years, without food.

Some time ago, a gentleman confined several toads in holes dug from a rock and hermetically sealed, with a view to discovering if they actually could live, for any length of time, without air and food. One of the cells was opened at the end of each month. After the first one or two months it was found that the toad was dead, except in two cases. In these the glass, with which the opening in the rock was closed, had been cracked. Thus air, and possibly a few small insects, were admitted into the cavity. This experiment, while it does not settle anything conclusively, would seem to show that toads cannot live for a great length of time without air and food. They may, in cases where they are confined in rock or trees, obtain both through small cracks.

That frogs and toads have some means of communicating with each other, we must admit. Some of their acts, apparently, evince reasoning powers as well as powers of communication. A gentleman of unimpeachable veracity told the writer that he had, during the past summer, witnessed the migration of an army of small frogs from one pond to another, a mile and a half distant. Whether the original pond had become dry, or had in some way, as by manufactures, become polluted, he did not have time to discover. Certain it is, that the frogs moved in a solid column, a yard wide, in a straight direction from their old home to their new one. The procession had already been two days crossing the public road which lay in their path when the narrator saw it. Although many were crushed by the passing vehicles, the line did not change its course but moved steadily over the bodies of those that had been killed. There must have been some reason for leaving the original pond, and the frogs must have been able in some way to arrive at the conclusion that it would be better to migrate. They must, too, have had some means of making it generally known that such a movement was to be carried out.

The writer, when a boy, saw a very curious performance on the part of three or four frogs. "They had a toad in the water and repeatedly pushed him under. Whether the intention was to drown him, it is impossible to say. One of the party, with a much to be regretted tenderness of heart, drove the frogs away and terminated the struggle. The writer also thinks that he has discovered in toads a fondness for music. At a summer hotel, the low piazza of which led directly to the parlor, it was noticed that the toads invariably came in when the piano was played, though they did so at no other time. This was often tested, and did not once fail. A clergyman related to the writer that he had noticed a little fondness for music in water snakes. Sitting, one day, on the bank of a lake, playing on the flute, a water snake appeared and came near to him, evidently attracted by the music. He remained until the music ceased and was frightened away.

An entirely trustworthy gentlemen, Mr. Thomas Hill, reported to the American Society for the Advancement of Science, two curious instances of the sagacity of toads, which, we think, came under his own observation. They have already been noticed in this magazine, but are of sufficient interest to be again instanced in brief. Mr. Hill noticed that when a toad attempted to swallow an insect too large for him, like a locust, he gets as much of it as he can into his mouth and then resorts to the nearest stone to actually push it down. On one occasion a locust, with its hind legs tied together, was given to a small toad. The locust's head was immediately seized, but the animal could not get much farther with his meal. As no stone or clod was to be found, he crept along, pushing the stone against the ground. The path, however, was a solid one, and was too smooth to allow any progress to be made. "To increase the angle, Mr. Hill says, "he straightened up his hind-legs, but in vain. At length he threw up his hind-quarters, and actually stood on his head, or rather on the locust sticking out of his mouth, and, after repeating this once or twice, succeeded in getting himself outside his dinner."

Another instance of the sagacity of toads in managing meals of inconvenient size was mentioned by Mr. Hill. A toad was trying to eat an earth-worm, but it was so long that it had to be swallowed in sections. The toad's jaws became tired and lost their firmness of grip, so that the worm crawled out five-eights of an inch between each half-inch swallowing. The toad perceiving this, grasped his abdomen with his foot, and getting hold of the worm from the outside, held fast to what he gained by each swallow, and presently succeeded in getting the worm entirely down.

Some of these anecdotes seem very marvelous, but they come to us supported by such an array of evidence that we cannot doubt their truth. They certainly are sufficient to show that frogs and toads, so far from being unworthy of attention, are most entertaining and profitable subjects of study.—*Am. Ed. Monthly.*

## Literary Department.

THE editor of this department of the JOURNAL will be happy to receive contributions of stories, poetry, and papers on miscellaneous subjects, and will be glad to encourage all the younger writers by publishing such articles as will, in his opinion, bear the scrutiny and suit the taste of the readers of the JOURNAL.

He will also be pleased to reply to any and all correspondence on subjects of a social character, etiquette, science and art, or on any subject which may be of interest to our patrons.

Please address communications intended for this department to

EDITOR LITERARY DEPARTMENT,  
NEW YORK SCHOOL JOURNAL,  
89 Liberty street, New York.

### A Farewell to the Old Year.

BY MARY K. HANLY.

The year with its storms and its sunshine  
Is drawing well nigh to a close,  
To glide from the great world of action  
To quiet and blissful repose;  
Again comes the sound of rejoicing,  
Again, the Hosannahs arise,  
Again, the sweet lisps of children  
Breathe praise to the Babe of the skies.

Farewell, then, old year, for thy sunlight,  
Farewell, for thy gladness and glee,  
May all that was dark and unhappy  
Be buried forever with thee.  
Farewell, for the hopes that have chear'd us,  
Farewell, for the promises made,  
Although thou hast never fulfilled them,  
They brightened our lives while they staid.

Let anger and feuds be forgotten,  
Our lives are too short at the best,  
To entertain hate in our bosoms,  
We must slight some happier guest;  
Clasp hands o'er the newly-made grave, then,  
The mound rais'd to seventy-four,  
And resolve in your hearts to do better,  
Far better than ever before.

May the morn of the new year beam brightly,  
And bring with it comfort and rest,  
To the bosoms of those who know sorrow  
And joy to the hearts I love best;  
May love dwell around them forever  
And all life's dark moments survive,  
May the hopes that have gladdened the dead year  
But strengthen with seventy-five.

GRAMMAR SCHOOL 12.

### MARGARET AND ELIZABETH.

BY KATHERINE SAUNDERS,  
AUTHOR OF "GIDEON'S ROCK."

#### CHAPTER III.

##### MARGARET'S STORY.

WHEN the little ones had been turned out on the beach in charge of an old man who acted as netmender to the fishermen, lineminder to some laundresses, as well as nurse, the two women soon had the floor of the small room covered with the blue flannel and serge on which they were at work.

Elizabeth stood at the table "cutting out" with her huge scissors, Margaret sat near the window stitching. Her cheeks had a faint pink flush, and her eyes were bright and strained looking. She had been smiling at her friend's jokes about some village gossip, but Elizabeth could see she only did so half absently, and that best part of her mind and heart were full of other thoughts.

"She won't keep it in long now," said Elizabeth to herself, as she pinned Margarets's seams for her. "I can see it by that pursed up little mouth, and the hard pull o' the needle."

"Don't draw your thread so tight, child," she said aloud.

Margaret started, and looked up with wet, excited eyes.

"It's no use, Mrs. Vandereck," she began, shaking her head. "I can't work any more till I've told you. It's all very well for you to trust me, and for me to dare you to distrust me in the way I have done, but—"

"But what?" asked Elizabeth, who had gone to pin a sleeve in the garment Margaret was at work upon.

Margaret watched her without replying instantly, her little hands locked weakly in each other.

Suddenly Elizabeth felt that her eyes were raised to her face with a searching and piteous gaze.

She understood the that Margaret's "but" meant after all, having only her own word to offer in favor of her character, Elizabeth's faith in her might yet fail.

Seeing this, she at first suffered a little impatience, threw Margaret's work to the farthest end of the room, and laid

her hands on the slight shoulders as if she would give her a hearty shake.

Margaret looked up and faltered, half laughing and half weeping.—

"You will believe me?"

"Believe you, child?" answered Elizabeth. "Why, bless me!—you, poor little creature,—my only wonder is how you've ever come to this pass, when folks may see through your every look and word as through a bit o' glass, if they choose. But p'raps they didn't choose. There—give me that needle—I can work and listen too—though Josh never would believe it when he was at his yarns; but laws! some men that don't know what jealousy is against their own kind have it hot and strong at the sight of a needle and thread in one's hand when they're reading or talking, just as if one's ears were in one's fingers and thumbs! Ah, child! it's well we can't see all as lies before us in this life! If the hours had been counted out to me that that man o' men was to be spared to me, there had been few stitches o' mine stuck in those days!"

Elizabeth had seated herself in the sunshine near the open door, from whence she could see her children launching their paper ship in one of the sand pools under the pilotage of the old net mender.

"First," said Margaret, suddenly, with the wild rose flush overspreading her face, "tell me, Elizabeth, what you've heard of me."

"Well, answered Elizabeth, turning round upon her and smiling a scornful goodhumored smile, "just this—that on your wedding day you ran away from your husband, an honest, seafaring man, to go off with a gentleman."

She kept her eyes wide and beaming with honest scornful incredulity on Margaret's face.

At first the girl returned her smile in her pleasure at the sight of this good woman's faith in her, then her eyes suddenly filled and fell, her cheeks crimsoned, and the next instant she had flown to Elizabeth and thrown herself on her knees before her, her hands clutching her waist and her face buried in the work on her lap.

It was then that the secrets of the young, long suffering heart were poured out to Elizabeth Vandereck with the passion, truth, and self-pity of a child.

Margaret was the daughter of an innkeeper of Wrexham. She had been kept at school from the age of ten years to sixteen. She was then removed from it to Darnley Chace to wait upon its mistress, the most accomplished and most perfect gentlewoman in Wrexham—a lady whose failing sight and love of books and letter-writing made her first glad of the clever little school-girl, with her sweet voice and neat round handwriting, and, later still, more glad of the thoughtful, warm-hearted woman, with her simple independence, which took care, the lady knew, that Margaret Dawson considered she gave as much as she received.

Mrs. Kennedy, though a proud woman, had borne with Margaret's independence without a murmur, and it was certainly no difference between herself and her mistress on that score that caused their sudden separation at last.

In explanation of that parting the poor girl at her knees told a little story that held Elizabeth spell-bound. Divested of all the glamour her girlish imagination and tender heart full of wildest hopes threw around it, the simple truth was that her mistress's only son had loved her, and Margaret feeling at last that each day at Darnley Chace made the thoughts of leaving it more and more terrible to her, dared not trust herself to remain.

It was then she began a life little indeed to her taste. She became a barmaid at her father's inn.

One of its chief frequenters at the time of her return was a sailor named Hector Browne.

Almost from the first day of Margaret's installation in the bar of the Blue Jacket, this man began to pay her the most devoted and profoundly humble attention, so that the mere hearing of the details made poor Elizabeth think that Josh Vandereck's wooing had been a commonplace affair indeed.

Hector Browne was, in his relations with all but Margaret, one of the roughest, most reserved of men. He was well spoken of by his shipmates, but was reported mysteriously as having no "land temper."

Elizabeth could easily see, what Margaret could not herself understand, how such a man had been drawn towards her. How to Hector, whose experiences of the female character had been all lowering and saddening, the refinement and reserve of Margaret Dawson seemed angelic qualities and joined as they were to much grace and beauty as well as kind and simple manners, had a fascination for Hector so powerful and so exquisite that, after two or three hours spent in her society, he found but one joy in life left him, and that was to be near her, to look deeper and deeper into what seemed to him a holy mystery, an opening into a new life, the pure light of which made his old life appear dark indeed—so dark that he began to loathe it and grow sick to the very soul at the thought of being plunged back into it

once more, after this sweet star of hope had passed over it showing him vividly all its blackness. His rough, stubborn heart had humbled itself to the dust to serve her and hers; and wonder at the change drew first Margaret's thoughts upon him, then her pity, and then—her love? No, he scarcely dared hope that—but her consent to marry him; and he trusted under her influence to do and be that which should win even her love before long.

Elizabeth could well understand all this, in spite of her friend's humble manner of speaking of the power she had over this man.

Margaret performed her new duties as well as if she had never "played at being a lady," as her father said; and, though reserved, was gentle and good-tempered; and at last people ceased to wonder about her, and to forget that they had seen her crying bitterly when behind the bar, or on her knees at church, or when the children brought home great bunches of buttercups from the meadows round the Chace. And so the meaning and mystery of those tears, as well as the mystery of her return to so apparently uncongenial a home and way of life, passed quite out of people's thoughts. Then suddenly came the new surprise—her marriage with Hector.

she had accepted him in the strangest way.

One morning, after he had hunted her for about a month without receiving a word of encouragement, she said to him suddenly, as they stood alone at the door.

"I am not wanted here. My youngest sisters think they can do all I do, and wish me away; I know they do. It is hard to feel one is no good in the world at all. I have been parted so long from my father and mother they hardly look on me as their own daughter. You say you love me, and I think you do. Well, do you really need some one like me? Do you really think I should be doing good if I married you?"

Hector was for a moment speechless.

Elizabeth's quick heart understood why; she knew it was that Hector's joy became for the moment almost an agony to him, because it deprived him of the power of answering, and he felt as if, in the violence of his agitation, he should lose the very thing that caused it.

But Margaret, with a calmness that to most men would have seemed stony coldness, but to Hector was angelic gentleness, laid her hand on his heaving shoulder, as he sat on the door-seat, with his head on his hands, and said:

"Well, well, Hector; be comforted—it shall be so. I desire to be of service to some one in the world: therefore I will come to you and be your wife, and do my best for you."

And now Hector's day of days had come, and he was to bring his angel of light and peace up to his solitary home on the cliff.

It was indeed to be a day of days for both.

Hector evidently had had misgivings from the first as to the effect which a noisy sailor's wedding feast would have on Margaret's sensitive nature, so easy to wound and so hard to soothe when wounded.

For this reason he could but regard as a most unlucky incident the fact of a ship being then in the harbor, having having aboard many of his old sea-companions, whom he was forced to allow at his wedding.

(TO BE CONTINUED.)

### THE MINNESOTA NORMAL SCHOOL AT WINONA.

We have received the annual report of this school, which, under the direction of Prof. William F. Phelps, has attained a remarkable celebrity. Entering a State in which little enthusiasm for education existed, in fact, where a positive opposition prevailed to the expenditure of money for the preparation of skillful teachers, he has succeeded in infusing among the people a desire to build up good schools and to carry on a generous scheme of instruction. The eleven years of work by one who aimed all his powers to attain one noble object, has been indeed fruitful in results. From that school has gone forth a band of trained men and women year by year, so that there is scarcely a city or considerable town in the State where they are not found. They have brought with them a higher standard of education, and become centers of the new influence; and thus a State that looked with indifference upon Normal Schools eleven years ago, now sees that her true wealth is in her intelligent citizens. From this valuable report we select an example of what can be done by a well trained teacher.

In May, 1873, a young man who had succeeded after a long and severe pecuniary struggle in completing the course here, was soon after engaged to assist in several of the Teachers' Institute in the State. To this important work we devoted several weeks, during which period he imparted instructions and inspiration to several hundred teachers, who were afterward employed in the public schools. At the close of this engagement he assumed charge of an important school in a thriving town on the northern frontier, where education was far from being in a forward or prosperous condition. He at once began to bring order out of chaos, and discipline out of disobedience and confusion. The school was carefully graded; competent, trained assistants were placed in charge of the lower departments; tardiness and absenteeism were speedily checked, and eventually nearly extinguished; a thorough and philosophical method of teaching supplanted a dull and mechanical routine; neatness and good taste gently usurped the place of dirt and disorder, and those school-rooms were transformed into a pleasant daily resort for more than one hundred happy children and youth. Fifteen persons previously employed as teachers in the county joining the school and enjoyed its benefits through the winter. Near the close of the spring term this young man, in connection with the county superintendent, organized and conducted the first teachers' institute ever held in the county, and at which almost every teacher in the county was present. The institute was one of the best planned and most ably conducted yet held in the State. Its programme and course of instruction formed a model well worthy of imitation elsewhere. He has since conducted other institutes; met scores more of his professional brethren, and infused into many of them the spirit of a nobler professional life. He has again returned to his school, which has greatly increased in numbers under his administration, and is drawing in pupils from all directions throughout the surrounding country.

## IMPROVED METHODS OF EDUCATION.

The following extracts are from a paper read before the "New York State Teachers' Association," at Binghamton, N. Y., July, 1874, by N. A. Calkins, Superintendent for Primary Schools, New York City.]

The real character of any kind of work can be determined by observing its final results. Methods in education differ in character as the value of their results differ. When the character of a method has been ascertained, its probable results may be predicted from its well-known tendencies.

Methods may be called "improved" whenever the results produced upon the mental habits of those who are taught possess a corresponding improvement in value. The standard of value in methods depends upon the standard of value in education. If an individual's ideal of a thorough education comprises only a knowledge of the so-called "three R's"—reading, writing, arithmetic—his standard of value in methods must be triangular, and limited accordingly, rather than full-rounded in the circumference of its base. No one will, for a single moment, question the value of thorough acquaintance with these three subjects named, but the period when they may properly be held up as comprising the sum of a good education for the present age has passed away, and none but those who are unconscious of the educational progress of the age, or are blinded by that enchantment which the distance of time lends to the view, can regard such limited attainments as worthy of being made a standard for education at the threshold of the last quarter of the nineteenth century.

The present extent of investigations in the various subjects of science and art, the rapidly succeeding discoveries in the several fields of natural history, the amount of attention now bestowed upon these in the public press, and their intimate relations to the various occupations of life, render it absolutely necessary that our standard of education should be correspondingly deepened and broadened.

Since the demand of the times is that new subjects shall be included in our educational course, and a corresponding breadth of development secured, the methods need to be changed to meet this demand. So long as the subjects of school education were limited to a knowledge of reading, to skill in writing a good hand, to ability in solving the examples found under the several rules of a common arithmetic, to reciting the definitions, locations and boundaries in geography, and to repeating the forms and rules of grammar—the methods employed by teachers, naturally gave chief attention to the mere powers of memory. But such methods fail to produce the results required in our best schools of to-day.

The present demand in education does not consist so much in the call for a mastery of many new subjects, as in a more complete development of mental powers, and the formation of those habits of investigation and research which mark the wide difference between those whose memories are merely store houses for what other people say and write, and those who have been taught to observe, to think, and to describe, and also have been properly directed where and how to obtain whatever knowledge may be desired.

The days that may be spent in school-going are too few, life itself is too brief, and the subjects embraced in the several departments of useful knowledge at the present day are too numerous to render it possible for each person to hope for a mastery of all; but such a development of the powers of acquiring knowledge as will secure the ability to obtain whatever may be needed from any department is not too much to hope for, nor more than can be successfully attained by means of proper methods in education.

Correct habits of thought, of study, of investigation, and the attainment of power to gain knowledge from every surrounding object, together with the ability to apply knowledge profitably to the affairs of life, constitute the true standard of what may be justly called a thorough education. Toward these ends improved methods in teaching lead. Just in proportion as methods of instruction enkindle in the pupils an earnest love for knowledge, and produce those results which constitute a thorough and practically useful education, will they prove to be valuable or otherwise.

Improved methods for teaching, beside the introductory steps to prepare the pupils for new information relating to the given subject, provide that each topic shall be first presented in its proper order, and carefully illustrated by the teacher, and as soon as the principles underlying it shall have become clearly understood by the pupils, they shall be drilled by a systematic and thorough application of each point of the lesson, until a ready ability is shown in the use of the knowledge.

Good methods do not lead the pupils to encounter more than one difficulty at a time, and do not allow them to leave that until it has been presented in several forms and is well mastered.

Teachers who suppose that their pupils know because they "have told them," are not rare. They forget that telling is not teaching; that the mere giving of information does not necessarily imply instruction.

Some teachers appear to believe that requiring pupils to recite formulas or definitions relating to the subject comprises the chief duty of the teacher. Those who entertain

these views commence their labor by telling the pupil something "to say," and they toil on vainly by requiring them to continue "saying over" the same words, taking little heed whether the minds of their pupils attend to or neglect the thoughts represented by the language which they mechanically repeat. These teachers forget that memorized recitations do not represent real knowledge. Education consists in development and discipline of the pupil's powers as much as in the acquisition of knowledge. All good methods will secure these attainments through systematic training.

Improved methods in teaching arithmetic proceed, after preparing the pupils for the given lesson:

*First.* To illustrate the principles embodied in the lesson, showing the several steps of solution in their proper order.

*Second.* To follow this instruction with careful and repeated practice in applying the principles and methods until the pupils give good evidence of having obtained a clear understanding of them, also the ability to make an intelligent application of them. The methods for securing these results may be stated briefly, thus:

*First—Instruction.*

*Second—Drill.*

*Third—Training to state clearly and concisely what has thus been learned of the subject.*

All improved methods lead pupils to observe, compare, and carefully distinguish resemblances and differences. They also lead them to acquire the power of describing accurately the distinctions thus observed between various objects. For elementary training in the acquisition of these powers, lessons upon form, color, and objects possessing widely differing qualities, are exceedingly useful. So also will those lessons prove valuable which cause the pupils to observe the most prominent characteristics in the form and structure of animals and plants, and enable them to group together those which possess family resemblances. By these methods of educational training each new fact learned gives additional power for learning more. Such accumulation not only increases constantly, but it becomes two-fold in its form of increase—adding to itself both knowledge and the power of gaining knowledge.

In the methods for teaching reading now used in the best schools of our country, chief attention is directed toward securing an intelligent utterance of the thoughts of the lesson. The child learns word-forms as symbols of familiar objects and ideas, and is led to observe the thought embodied in the grouped words or sentence. It matters not if he keeps far in the background attention to those minor points, as emphasis, inflection, punctuation, etc., since proper training in the utterance of the thoughts will secure the needed attention to these matters. The standard for good reading being its near resemblance to good conversation, toward the attainment of this end all good methods constantly tend.

Good methods grow out of the experience of good teachers, yet good teaching may result from the use of good methods learned from others, without the loss of time that accompanies long experience. To acquire skill in teaching should be the aim of every teacher. The two qualifications needed to secure success in this matter are *knowing* and *knowing how to do*. The first is a great attainment for which all should strive by the acquisition of knowledge; the second is a high art, to be mastered by careful observation and patient perseverance in the use of good methods of teaching. The proper blending of these two qualifications furnishes a permanent guarantee for the accomplishment of the most valuable results in educational training.

## Notes and Comments.

THE eminent Professor Tischendorf died Dec. 1, 1874. He was noted for his research in literature, and became an authority on ancient manuscripts. He discovered at a convent on Mount Sinai, a copy of the New Testament Scripture fourteen hundred years old.

JAMES WALKER, ex-President of Harvard University, died Dec. 23d. He published an edition of "Steward's Philosophy of the Active and Moral Powers."

GERRIT SMITH, who died Dec. 28, was, indeed, a friend of his race. Liberty, temperance, education, everything that pertained to the benefit of humanity. Last spring he gave \$10,000 to Hamilton College, Clinton, N. Y., and just before his death, repeated the favor. Would that there were more Gerrit Smiths.

HOWARD COLLEGE, located at Marion, Alabama, found itself, at the beginning of the last convention year, \$11,000 in debt, *without a dime of endowment*, with only an admirable, devoted corps of instructors, and its grounds, building, and a very slender apparatus. A review of the year's operations shows that, by consummate financial skill and management, its debt had been reduced more than \$8,000, all expenses paid, and the condition of buildings and grounds much improved. After the reading of the report, over \$1,700 were raised to clear off the remaining \$3,000 of debt; and to-day, though without a cent of endowment, it has more than double the number of pupils of any other college in the State, though two of them are largely endowed; and so far as thoroughness of instruction and the grade of scholarship are concerned, it has no superior in any of the colleges of any of the Southern States.

An undergraduate at Cambridge, who found among the questions on his examination paper this, "Why will not a pin stand upon its point?" elaborately explained the point thus: "1. A pin will not stand on its head, much less is it possible that it should stand on its point. 2. A point, ac-

cording to Euclid, is that which has no parts and no magnitude. A pin cannot stand on that which has no parts and no magnitude, and therefore no pin can stand on its point. 3. It will if you stick it in."

A RULE has been adopted in Philadelphia forbidding pupils to study out of school. A brief trial will be sufficient to demonstrate that those belonging to the higher grades cannot prepare their lessons well in the short time they are within the school walls. A geometry lesson alone will often require an hour's study.

THE Superintendent of Public Instruction in Providence, R. I., in his last report declares himself in favor of compulsory education. He says: "One of the greatest obstacles to the successful working of our schools is truancy and absenteeism."

IN Vermont last year there were 91,000 children, of whom 72,000 attended school. The total cost of schools was \$737,000. The schools continued twenty weeks. One-third of its schoolhouses were reported unfit for use. There is no high-school system.

THE legislature of California has passed a law forbidding the making of any difference in the salary of teachers in the public schools on account of sex. There seems, in spite of this, to be a general migration of male teachers from our Western States to California.

THE Wheeling (W. V.) Board of Education are debating the question whether parents have the right to write notes asking, as "necessary," for the dismissal of their children when they wish them to attend dancing schools. This reminds us of a Maine man who applied to a druggist for a gallon of whiskey, and when asked whether it was for "a medicine or mechanical purposes," (the temperance law allowing the sale of the injurious fluid for these two causes) replied, "mechanical, I'm going to raise a barn."

DR. LIVINGSTONE'S memory is to be honored by the establishment at the southern end of Lake Nyassa of a missionary and commercial settlement which will bear his name, and be used in putting an end to the slave trade in that part of Africa. This settlement will be the work of the Church of Scotland and the Free Church.

## The School Room.

Beautiful recitations and dialogues will be found in this column, suitable for receptions and exhibitions.

## Good Bye.

RECITED BY MISS ANNA MCBARRON, WITH THE PRESENTATION OF A DIAMONDLOCKET.

We meet to-night a band of schoolmates dear,  
As one in heart with those who've gathered here,  
To bring to you a tribute warm and true;  
The honor, praise, esteem, so justly due.

We bring our thanks, for lessons kindly taught,  
For counsel, care, and words with wisdom fraught;  
Though thoughtless oft, we've little seemed to heed  
These faithful words, they shall, like precious seed,  
Spring up and bear rich fruit; and time shall see  
A hundred fold of thanks their yield shall be.

But not alone from these your scholars here  
Do grateful thoughts arise, from year to year.  
Fair bands of pupils left the old school home,  
Who now, from near and far, will yearn to come,  
That they may add to ours, their meed of praise,  
For all your loving care in old time days.

We come with thoughts we may not lightly speak,  
For love is deep and strong, and words are weak,  
And parting here must sever tender ties—  
We learn by pain of losing how to prize,  
We bring instead, a sign (which shall reveal  
In some degree the gratitude we feel),

In this, our gift,  
Which, small in moneyed worth,  
Is rich in kindly love that gave it birth.  
Accept with it, from all this wish sincere,  
May richest blessing crown your life each year,  
We will not say to-night the word farewell,  
So cold it seems, so like a parting knell,  
But sweet GOOD BYE! with its deep fervent prayer,  
MAY GOD BE WITH YOU; here, and everywhere!

## TO THE EDITOR OF THE SCHOOL JOURNAL:

I was glad to read your account of the proceedings on the occasion of the retirement of Miss Catherine White from the post she has so long and admirably filled. I was present at the exercises, and think that every one of the expressions of praise were justly merited. I find that she is esteemed not only as a teacher but as a genuine woman, who felt she could do a better thing than simply pound into the children's brain the fact that two-in-two makes four. I could not help feeling a regret that a woman who had served so faithfully, beginning, as President Neilson said, with a salary of about \$150, should not draw for the remainder of her life a suitable pension; not because she is needy, but because she has served so long and so well, as a reward. I would like to have the question considered whether a fund ought not to be erected for the purpose of pensioning teachers, paying those who serve twenty years a certain sum, and a larger sum to those who serve twenty-five years. M.

# New York School Journal

AND  
EDUCATIONAL NEWS.

Office, No. 89 Liberty Street, New York.

PUBLISHED WEEKLY.

NEW YORK, JANUARY 9, 1875.

AMOS M. KELLOGG, Editors and Publishers.  
J. W. MERRILL,  
WM. H. FARRELL, Business Agent.  
Brooklyn Branch : Mrs. H. J. MORRIS, Manager.  
340 Fulton Street,

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals, Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

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## OUR CONTRIBUTORS.

The editors intend to obtain for the pages of the JOURNAL those writers who are known to have clear and positive views on the important subject of education. In our next number we shall probably present an article by Superintendent Kiddle, of New York City. We also have the promise soon of an article by President T. Hunter, of the New York Normal College. President George W. Hass, of the Indiana State University has prepared an article for us. Prof. William F. Phelps will also write for us at an early day, and other eminent writers will follow in the course of the year.

We presented in our last number an article by Prof. J. Dorman Steele, the author of "Steele's Fourteen Weeks in Chemistry and Physiology." In our present number, one by Assistant Superintendent Norman A. Calkins, of New York City. We have had several able articles on Compulsory Education, by Dexter A. Hawkins, Esq., the author of the law passed last winter at Albany, and which has since been adopted by fourteen of our States. To these we can add the names of Superintendent Packard, Prof. Lamb, John W. Saxon (always welcome for his wit and humor), Dan. D. Lyon, Esq., whose visits are too infrequent, J. Oakley, Esq., the "Schoolmaster Abroad," and many others, who prefer to remain unknown.

"AND has it come to this? Are we so base," etc. Yes, it has. In Chicago, famous for fires and everything else on a big scale. Miss Halett appeared in court to defend, or rather to plaint for the plaintiff—one Sarah A. Richards. There was that wonderful thing, a jury, they were men, and yet they listened to the statement of the case with gravity. This lady lawyer won her case, managing matters, if not with feminine tact and ingenuity, by means of those rules of court which it has been supposed that man only could understand. What next?

LET no teacher wait to be invited to subscribe to sustain a paper that wholly labors to subserve the cause of education.

THE occasion of the dedication of the tablet to the memory of Leonard Hazeltine was marked with extraordinary interest. We shall present the addresses in our next number.

## AS A NEWSPAPER.

It is primarily as a newspaper that we intend to make the JOURNAL valuable. We intend to gather from all quarters the freshest intelligence concerning our schools, and the doings of Boards of Education. There are plenty of journals whose aim it is once a month to put forth articles marked too frequently with prolixity and want of point. We propose a better field of work. We intend to have our readers know as much as possible of what is going on in the educational world, giving especial prominence to transactions in this great metropolis, and our adjoined cities, Brooklyn and Philadelphia. To this we add articles by the best teachers, able superintendents of schools, professors, and presidents of colleges. We give, too, the views of the press on educational topics, and have, under this head, presented some of the vigorous thoughts of the outside world on our ways of doing things. We have added nearly everything that seemed to be of pith and point, to be found in our educational journals, and as well as highly interesting scientific matters. Lately, at the earnest request of many of our lady-readers, we have printed a story running through several numbers.

THE excellent wood cut of the Normal College in our last number is taken from "Randall's History of the Common School System of the State of New York," published by Messrs. Ivison, Blakeman, Taylor & Co., who have kindly permitted us to use it in the JOURNAL.

THERE are many reasons why our first issue in our new form, with new type should not be what we wanted it to be. No one who has not had the task to perform knows the burdensome details connected with getting into proper order, advertisements, cuts, and new type for the first time. To this, was added the labor connected with the issue of five times our regular edition. For a week the monotonous sound of the steam presses have been heard over our heads, as we have intended our beautiful paper should be seen by the East, the West, the North and the South.

*We intend our city subscribers shall receive the paper on Friday, before noon. We may fail once in a while, but think our arrangements are now complete.*

## NEW YORK CITY.

### GRAMMAR SCHOOL NO. 13.

#### DEDICATION OF TABLET TO THE MEMORY OF LEONARD HAZELTINE.

THE Ninth Class Association of G. S. 13, upon the death of Mr. Leonard Hazeltine, began to make arrangements for a suitable memorial to be placed in the school. On the morning of January 7th, a large number of the friends of the deceased teacher assembled to dedicate the tablet that had been proposed. There were present Commissioners Neilson, Patterson, Jenkins and Herring. Seventeenth Ward Trustees Wagner and Merz, Judge Larremore, Dr. Crosby, Prof. Scott, B. D. Southerland, President of Ninth Class in G. S. No. 3; Principals Babcock and Pettigrew, and many teachers. The exercises were opened by reading the Scriptures by Chancellor Crosby, followed by the pupils reciting the Lord's Prayer, and chanting the 23d Psalm. F. C. Wagner, President of the Ninth Class of No. 13, then presided, and made a few very appropriate remarks, and introduced Gen. Joseph C. Pinckney, another member of the Ninth Class, who delivered a chaste and feeling tribute to the memory of Mr. Hazeltine, and set the tablet over into the possession of the Board of Education.

To this President Neilson briefly responded. Chancellor Crosby, in behalf of the family, expressed his satisfaction that a man of so much worth was remembered. This was followed by a song, entitled "Recollections of my Boyhood," by a quartette from Philharmonic Glee Club, which was sung with feeling, and rendered with skill. Prof. Scott, upon invitation, next addressed the audience. He was well acquainted with Mr. Hazeltine, and his thought and language were such as will not be easily forgotten. It makes one sad to see a man so able growing older. Commissioner Herring next delivered an address that will, when perused, render him the friend of every teacher. He has been a teacher himself, and knows the worth of that grand profession.

These addresses will be found in the next number of the JOURNAL.

Mr. Frank Bartlett, the music teacher, sang "Rock of Ages" with remarkable feeling; and his direction of the music gave the highest satisfaction.

#### Description of the Tablet.

It is a slab of gray Italian marble. On this is a Gothic arch in white marble. Under the apex of the arch is a bronze medallion of the noble teacher; beneath this is the inscription—

#### IN MEMORIAM

LEONARD HAZELTINE,  
BORN OCT. 14, 1805.  
DIED AUG. 25, 1874.

FOR 39 YEARS THE PRINCIPAL OF THIS SCHOOL.  
HE WAS DISTINGUISHED FOR HIS ABILITY,  
FAITHFULNESS, RECTITUDE AND  
AMIABILITY OF CHARACTER.  
THIS TABLET IS ERECTED BY HIS FORMER  
PUPILS, WHO REVERE HIS MEMORY FOR  
THE BENEFITS THEY HAVE RECEIVED  
FROM HIS ABLE TEACHINGS AND  
WISE COUNSELS.

"THE FRIEND OF ALL; THE ENEMY OF NONE."

#### COLLEGE OF THE CITY OF NEW YORK.

THE twenty-third annual report of the Board of Trustees of the College of the City of New York (late the N. Y. Free College), gives the total receipts from the City Treasury for the maintenance of the College during the year as \$162,171.45, and the total expenditure for salaries, apparatus, books, etc., as \$162,116.47, which includes all incidental expenses, leaving a balance to the credit of the College of \$54.98. The report also states that from the \$5,652.91 income yielded by Seth Grosvenor's \$30,000 legacy, the Board have spent \$2,950.08 for books for the library. The value of the property of the institution, consisting of building and grounds, library, scientific apparatus, natural history, cabinets and art models and casts, is estimated at \$278,000. The College also holds other property to the amount of \$40,750, bequeathed to it for specified purposes, but from which the income only is available.

#### GRAMMAR SCHOOL NO. 24.

ON a brief visit to this school, located in Elm street, the Principal, Mr. James M. Sweeney, who is a veteran in educational work, received us courteously. Mr. Michael J. Dwyer is Vice-Principal, and was busy with a class of about twenty boys. Miss Mary E. Martin, Miss Sheren and Miss Baurens were each surrounded with active yet orderly boys. The order was excellent, and yet there was manifest pleasure in the faces of the pupils.

The girl's department is under the charge of Miss Margaret McCosker, who has a phonography class on Tuesdays and Fridays. We learn that this new study is attractive to the pupils, and also that they are making good progress in it.

#### GRAMMAR SCHOOL NO. 1.

THE distribution of semi-annual certificates took place on the 23d inst. at Colored Grammar School No. 1, in Mulberry street.

Among the numerous visitors were Dr. A. Hunter, Inspector, and Dr. Smith, Trustee, both of the 14th Ward; Mr. Austin, of the Sun, and William O. Bourne presided in the absence of Commissioner West.

Mr. Bourne said the exercises were of an interesting character, and showed the proficiency and good training of the pupils. He read a letter from Comptroller Green, expressing his regret that he could not be present before half-past twelve o'clock.

He then proceeded to eulogize the Comptroller's former interest in education, and for his integrity and business talents.

There was an exhibition of a large collection of articles made by the scholars on one of Wilson's Sewing Machines, which work without oil.

#### PROGRAMME.

1. Reading of the Scriptures.
2. Chorus, "God's Love to Me."
3. Reading, "How the Money Comes."
4. Trio, "Every Home has Lost a Darling."
5. Compositions.
6. Calisthenics, "Free Hand."
7. Solo, "I Won't be a Nun."
8. Chorus, "Picnic Waltz."
9. Dialogue, "The Will."
10. Calisthenics, "Dumb Bells."
11. Chorus, "What Wild Sounds."
12. Calisthenics, Bands.
13. Distribution of Certificates.
14. Finale, "Samson."

RECEPTION AT MADAME MEARS'.—One of the most interesting reunions of the season took place at Madame C. Mears', 222 Madison avenue. Madame Mears is always ready to contribute to the improvement of her pupils and the enjoyment of her friends. A very brilliant assembly of the élite of this city filled her parlors. The pupils acquitted

themselves with great credit. A scene from "King Lear" was charmingly rendered, and followed by a representation in French, and in which the young ladies acquitted themselves admirably. The subject was, both in pronunciation and elocution, accurate and delightful. The music, both vocal and instrumental, was of the highest order, and evidences careful training.

## GRAND CONSERVATORY OF MUSIC.

THE following programme was last Wednesday handsomely rendered by the pupils:

1. "LAST HOPE,"	-	Gottschalk
2. "TITANIA,"	Mr. M. De MOTTE WOODCOCK.	Wely
3. "HOME, SWEET HOME,"	Miss ALICE COPP (12 years old.)	Thalberg
4. VIOLIN SOLO—"Il Trovatore,"	Miss JULIA BALL.	Alard
5. "ad VALSE BRILLANTE,"	MR. ISAAC KERN.	Schulhoff
6. (a.) "BERCEUSE,"	Miss ALICE COPP.	Copin
(b.) "RONDO,"	MISS ARISTA MONTGOMERY.	Weber
7. DUO FOR TWO PIANOS	Miss JULIA BALL and MR. M. DE MOTTE WOODCOCK.	Deprosse

Miss Copp is a young lady of fine talent. She played both pieces without the notes, with finish and precision. She is under the personal instruction of Mr. Eberhard, who appears to take much pride in this young student. The other ladies and gentlemen performed their parts with great satisfaction.

On Wednesday Mr. George F. Bristow, who is so well known, delivered his lecture on Instrumentation at the Conservatory.

PROF. WILLIAM G. PECK, of 126 East Thirty-fifth street, went to the Twenty-first Precinct Police Station recently, and told Capt. McElwain that he had been robbed of a chest containing valuable plate and securities worth \$40,000.

THE Arcadian Literary Society was formed some time ago by a number of graduates of the Charlier Institute. They elect their officers quarterly, and hold their meetings once a week. Their present officers are George P. Erhard, President; E. B. Joyce, Vice-President; S. Uhlfelder Secretary; E. Harvier, Treasurer; and Messrs. Uhlmann, Rindskopf and Whitlock, critics. At their last meeting there was a debate at the residence of Henry Whitlock, at No. 114 Madison avenue.

## NEW YORK CITY NOTES.

THE compulsory law is bringing pupils into the schools. Mr. Duffy reports an increase, and so does Mr. Leonard, the latter having received about 100 new ones.

ON examining the records of Mr. James M. Sweeney, who is Principal of G. S. No. 24, we find that Mr. Timothy Brennan has visited that school one hundred and sixty-eight times during the past year. If there is any other trustee more faithful than he, we should be glad to be informed of the fact.

A BRIEF inspection of the Census Department, under Mr. McIntyre's charge, at the Board of Education rooms, shows a visitor that it is a place of busy work, and well managed, too. This force of clerks has been busy 22 weeks, and it will require five more at least; 130,000 names have been registered, and probably 50,000 more will be put on the list, so that, finally, we shall have a "directory of the children." Mr. McIntyre estimates the whole number of children in the city to be 250,000. On the "bulletin board" we find:

Found.—A silver medal, inscribed "Love the Truth. Class D." Apply, L. D. Kiernan, Clerk.

THERE is a general impression among the boys of the city, that they must either go to school or to the House of Refuge, and they are trying to find out where the public schools are located, and what they do inside of them.

THE members of the Board of Education are to elect their president on Wednesday next. It does not appear very plain who will be chosen to this honorable office, though appearances now seem to indicate that Mr. Neilson will be re-elected.

ON Thursday, Jan. 7, the Tennessee Minstrels belonging to the college for the colored youth at Nashville, Tenn., visited the departments in G. S. Nos. 34 and 44.

A MEETING of the Executive Committee of the New York City School Teacher's Association, will be held Jan. 9, at 4 P.M., in G. S. No. 26. A full attendance is requested.

THE "Children's Directory," now being proposed by John McIntyre, Esq., will show the names and ages of children in each house in the city—by numbers—that is, a street is given as Houston No. 1, contains Mary Smith, aged 12; John Smith, aged 10; No. 2 contains Rebecca Jones, etc.

SENATOR WORRINGTON, of Ohio, is attempting to limit public school education in his State to A, B, C's, spelling, reading, writing, arithmetic, grammar, geography, composition and elocution.

## NEW JERSEY.

## BERGEN COUNTY TEACHERS' INSTITUTE.

THIS institute, like others in the State, is called by the County Superintendent of Schools, once a year. It was held in 1874, at Hackensack, from Monday, Dec. 21st, to Thursday, Dec. 24th.

At its last meeting the institute was addressed by the State and County Superintendents and by Professor Samuel Lockwood, Superintendent of Monmouth County, Professor Johnson, of the State Normal School, Judge Millard, and by several teachers, members of the institute.

Professor Johnson delivered a lecture on Monday evening upon Mental Philosophy, illustrated by an analytical chart. The subject was handled in a very thorough and logical manner.

On Tuesday evening Prof. Lockwood gave the anatomy of an oyster, enlivening the subject by many spicy and humorous illustrations.

State Supt. Apgar read an essay upon Corporal Punishment, favoring the abandonment of the rod. He read different school statistics, showing that since corporal punishment has been prohibited the percentage of expulsions has been on the decrease. He said the teacher is not placed in a school to punish the scholars, but to protect the school. A child should be led not driven. The teacher's personal influence should be sufficient to preserve perfect discipline in school, and if this is not enough no good results can be derived from the use of the rod. It has not yet been proven that the mind can be benefited by the torture of the body. Brains cannot be made out of birch rods.

The average attendance of the teachers was sixty, while numerous friends of the cause showed their interest in the subject, by their constant attendance.

S. F. WATT, Ramseys, N. J.

## ILLINOIS.

MRS. MARY L. CARPENTER, Superintendent of Winnebago Co., has sent us her annual report. The Supervisors speak of it as follows:

The superintendent's report evinces a degree of candor and consistency which cannot, with propriety, be overlooked, and calls for the careful consideration of the County Board, and the attention of the people of this county.

The able and comprehensive views expressed in said report shows that she has given her best energies and untiring zeal to the important work to which we have called her.

The report says:

No. of districts.....	134
" months school is open .....	84
" boys enrolled.....	3,115
" girls .....	3,630
" male teachers.....	69
" female .....	228
As wages to men.....	\$44.76
" " women .....	29.52
The highest wages paid to men.....	133.33
" lowest .....	20.00
" highest .....	57.00
" lowest .....	12.00
Cash paid to teachers.....	35,556.00

From a report full of valuable suggestions we select the following points, omitting a valuable argument why she should employ her whole time in visiting the schools:

"By assisting such teachers in making their programme, and by giving them some hints as to how to economize their time, I have enabled them to introduce exercises that they had supposed they had no time for. I find that examinations give no opportunity of judging of a teacher's ability; we can only test the teacher's scholarship. It is only in the schoolroom that we can judge of the teacher's ability to impart instruction to others, and to win the confidence and love of the children, which is necessary, in order to have a happy and harmonious school. It is a very different thing to acquire sufficient scholarship to procure a certificate to teach, and to have a knowledge of the best methods of teaching. It would be a fine thing for our schools, if all persons, before allowed to commence the work of teaching, were required to have at least one term's instruction in methods of teaching, from successful and experienced teachers, but this seems hardly practical at present. In view of these facts, would it not be more economical for the county to employ a person to give instructions in the science of teaching, than to allow those young teachers to fail through the want of advice and assistance at the beginning."

I have all of my life made the science of teaching a study. I read the best authors on methods of teaching, and read all of the leading educational journals. As I go from school to school, I give to the teachers the best methods that I glean from my reading, and from what I observe in schools, and also caution them concerning errors into which they have fallen, and which their better judgment tells them are errors as soon as their attention is called to it. I expect next month to attend the County Superintendents' Association in Chicago, and wish to attend these meetings from year to year; also the State teachers' meetings. I wish to avail myself of every opportunity of improving in my profession, and of making myself more and more capable of improving the schools in our county, as long as they are under my supervision. I shall not be able to do this unless you employ more of my time than you have during the past year.

## Correspondence.

## THE STUDY OF DRAWING IN THE PUBLIC SCHOOLS.

## EDITORS OF THE SCHOOL JOURNAL:

In an article on "Technical Studies in the Common Schools" (i.e., public schools), published in the *Tribune* of the 17th inst., exceptions are taken by the editor to drawing being taught in the said schools, and among other arguments, it is stated, "that it is a study which comparatively few can use in active life;" also, that "it is questionable, whether the training in drawing will be valuable enough to young men and women entering the ordinary trades, to compensate them for the deprivation in other studies," and, again, that "a majority of a Committee of the Detroit School Board has decided in the negative."

The last statement is only a matter of news, and a sad one at that, because, it is painful to true friends of education, to find that a school board in this nineteenth century could be so ignorant of the benefits of the study of drawing; but the first and second statement quoted above, are the opinions of the editor of the *Tribune*, and statements from such a source, likely to mislead public opinion, require notice, and I propose to answer them through the columns of the *SCHOOL JOURNAL*.

The study of drawing is useful to every one, in fact, there is no occupation possible in which, even a limited knowledge of drawing is not useful.

The Superintendent of the Boston Public Schools says in one of his reports, that "when drawing is properly taught, it will be acknowledged by every enlightened mind, to be an indispensable element of education of every human being, whatever may be his destination in life. The child needs drawing equally, whether he is destined for a course of liberal culture, or for any industrial pursuits." And is it not generally conceded by all persons taking an interest in education, that the study of drawing is one of the most useful branches of education? The physician, the lawyer, the mechanic, the business man, and even the man of leisure, all are benefited by the knowledge of the art of drawing, however limited. Proofs of the above will be found by going into any factory, for example: let the question be asked, which of the workmen receive the best and highest wages? the answer will be, the man that understands drawing. The same answer may be had from professional men. A few, very few, have a natural talent or genius for it, and become great artists, but the majority, who understand the art, although unfitted to become painters, sculptors, engravers, and the like, are benefited by the knowledge of the art, because it enables them to do, whatever they engage in, better than those who cannot "shape their ideas into visible form."

By a useful knowledge of drawing, I do not mean "of course," the ability to copy fancy pictures of landscapes or figures, more or less incorrect, but a correct knowledge of the rules governing the appearance of every thing we see, necessary to enable one to make a correct sketch.

A boy or girl, well taught, "entering the ordinary trades," will actually derive more benefit from that study, than from the ability to parse a sentence correctly!

Another mistake, is the old-fashioned belief that only a few can learn to draw; a few only are talented, 'tis true, and in fact, there are many who could become excellent artisans, but mistaking a certain aptness for genius, become miserable artists. An experience of twelve years teaching in the public schools, has proved to me that every child can learn if taught properly.

The majority of the children cannot afford the time to attend the colleges after leaving the Grammar Schools, hence should the study of drawing be abolished, they would be deprived of a study which makes the workmen of Europe more skillful than those of America, the latter is an acknowledged fact.

To use a common phrase, the action of the Committee of the Detroit School Board, is "behind the age," and New York, the metropolis of the United States, is not going to follow in their wake there's no likelihood of that, yet much is to be done, much can be done to make the study of drawing in the public schools what it ought to be, viz: a useful one "par excellence."

It would be true economy to appoint a Superintendent of Drawing, one well posted on the subject, not of the art alone, but on the public school system generally, neither demanding too much or too little from the teachers or scholars, able to regulate the work of the regular and special teachers from the Primary to the highest grade of the Grammar School, grading the same in such a way that as in the other studies, the child, male or female, will move on step by step, climbing the ladder "slowly, but surely," and finally, on leaving the Grammar School, carry that which cannot be taken away by foes or adverse circumstances: "a useful knowledge of a study which will enable the child becoming man or woman, to excel in any of life's pursuits."

Very Respectfully,  
Yours, &c.,

E. MILLER,  
Teacher in Drawing in the 15th and 18th Wards.

**Continued from 18th Page.**

invoked to protect the community from utter self-ruin. If a town, city, State, or nation, falls under the control of the ignorant, corruption, disorder and anarchy seize and fasten upon it; prosperity and capital flee from its territory, and decline and degradation mark its career.

Intelligence in the rulers is essential to good government; in fact, if the community be large, it is essential to the continued existence of any government at all. An idiot may be made to pull a single oar, but only the trained and educated engineer can manage with safety the machinery of a four thousand ton steamer.

In a democratic republic like ours, of forty millions of people, the rulers are the voters; and the voters are, or may be, every citizen of adult ages; hence self-preservation requires our Government to take care that no child shall grow up in ignorance, for at every election he is in command of some part of the vast machine that moves the country, and may wreck it. This is no new or untried application of law: and though especially appropriate for a democracy, yet the founders and supporters of every form of government have in all ages required the education of the ruling class. In a military despotism this class is the army; and no one acquires a voice in the martial councils until he has had a long training and schooling in the camp.

The founder of the Republic of Sparta, 2,700 years ago, Lycurgus, the law-giver, required the child of every citizen to attend the public schools from seven years of age till maturity; and if a male child, his compulsory education continued till thirty.

The great teacher and founder of modern democracy, Solon, the law-giver of Athens, 2,500 years ago established universal education in order that the Attic republic might have no citizen incapable of casting an intelligent ballot.

One thousand years ago Charlemagne, the great Christian emperor who ruled both France and Germany, established schools and required the education of the children of all classes participating in the government.

The Republicans of France for more than three-quarters of a century have been laboring for universal suffrage and universal education. They have frequently established the one, and enacted the other; but before a generation of children could be trained up in the public schools the ignorant voters have been led by demagogues and despots, both civil and ecclesiastical, to overturn free government; and then the Monarchs have abolished universal education. The sad result to that brilliant nation is that so late as 1868 one-half of its thirty-eight millions of inhabitants could neither read nor write; and this illiterate half furnishes ninety-five per cent. of the criminal arrests, and eighty-seven per cent. of the convictions.

In Germany three hundred and fifty years ago a new order of things sprang up, and the great leader of the reform, Martin Luther, favored making education obligatory upon all. State after State adopted it, until for two generations every child in Germany, however poor its parents or humble its lot, has been sure of receiving, at public expense, a good elementary education.

Sixty-years ago this very month Carl Wilhelm von Humboldt, elder brother of Alexander, and Minister of Public Instruction of Prussia, seeing his country, by the treaty of Tilsit, reduced to poverty and weakness by Napoleon, presented to the king a plan for the recovery of the national wealth, power, and prestige. It was the present school system of Prussia.

It secures a good elementary education to every child in Prussia, and punishes with both fine and imprisonment any parties who attempt to deprive the child of this invaluable benefaction.

The kings saw that the schoolmaster could accomplish more than the field marshal, and at little cost; and his victories and conquests are both peaceful, profitable, and permanent, while those of the marshal often cost more to keep than to win. The law was adopted, and has been most faithfully enforced ever since.

The result has exceeded the most sanguine expectations. Like the genial rays of the sun and the dews of heaven upon germinating seeds, it has enabled the child of every peasant to develop into an intelligent, efficient and productive Prussian, and has raised the country to the front rank in knowledge, wealth, power and influence. When she goes to war, though with her equals in mere brute force, yet, aided by superior intelligence, she is not only victorious, but loses scarcely more than half as many men in the battle, and by wounds and disease, as her opponents. Her administration, both civil and military, is a model of economy and efficiency.

Saxony, Denmark, Sweden, Nassau, Norway and England have similar laws. Not a child is to be found in Saxony who has not attended school. In Prussia in 1864, out of 3,000,000 children only 130,000 were out of school. In

Sweden, out of 385,000 children only 9,131, or three per cent., are uninstructed. In the Grand Duchy of Nassau not a single adult could be found in 1867 that was illiterate. The other German States show like results. In our own State of New York in 1870 we had 189,000 illiterate adults, of whom 70,000 were male, and hence are, or may be, voters, and hold in their ignorant hands the political power of the State at every election.

In the Grand Duchy of Baden, by the faithful enforcement of obligatory education, the authorities in seven years—1854 to 1861—reduced the number of prisoners fifty-one per cent., and of thefts fifty-four per cent., and of paupers twenty-five per cent. The moral benefit to society and the saving of criminal and charitable expenditure is very great.

In England the law is optional with the local governments, and has been put in operation in many towns and cities for two years. It works so well that it is now proposed to require the whole kingdom to enforce it.

Eighteen of the twenty-two States (Cantons) of democratic Switzerland a generation ago made education obligatory upon every child. The benevolent effects of enforcing such a law were so great upon the manners, habits, appearance, and expression of the citizens, as well as upon their material prosperity, that in two tours made through that republic a few years since, I could tell within a few miles, without inquiry, when I had passed from a Canton that enforced education into one that neglected it.

On the 19th day of last April a Constitutional amendment was submitted to the people, authorizing the national Government to make the education of children obligatory through the whole 22 Cantons (States) of the Republic, and it was carried by an immense majority.

Cannot the great American Republic, stretching from ocean to ocean, and abounding in wealth, do as well by its children as its older but smaller sister perched up among the bleak and barren Alpine peaks?

Last winter the State of New York enacted such a law. It is justly entitled, An Act to secure to children the benefits of elementary education. It goes into effect the first day of this year.

New Jersey, Kansas, Nevada and California enacted last winter similar laws. Michigan and New Hampshire have also: Massachusetts and Connecticut have had such statutes for the greater part of the time for nearly two centuries; hence the intelligence, thrift, and influence in the nation, of the people of these two States.

One hundred millions of people, the leaders of civilization on two continents, now live under such a law. In whatever country and under whatever form of government it is faithfully enforced for a single generation, its benefits are so great that it becomes the fixed and settled policy of the people, and no politician, demagogue, or statesman, would venture to suggest its repeal.

Twenty-one of our States have established free schools for all the children. The others must do it, or become a prey to internal discord, commotions, violence, ignorance, pauperism, and crime. They have only to look at two pictures—Mexico and Massachusetts—and choose which shall be their future: one or the other is inevitable. The free common school adds to the value of the citizen as a mere producing machine in this country, as has been found by actual investigation in all departments of labor, on an average fifty per cent.: while a higher training increases this two or three hundred per cent. How can a State fail, then, to increase its wealth by securing to every member of the rising generation at least a good elementary education? Ambition is the spur of industry, and ambition comes of intelligence.

Illiterate adults in this country produce thirty times as many paupers and ten times as many criminals as the same number of adults, under similar conditions, with such an education as may be obtained in the free common schools.

The cost of taking care of our paupers and criminals, though comparatively few in numbers, is as large as the whole cost of a good system of free common schools and the vigorous enforcement of the law to secure to all children the benefits of elementary education.

In our large cities, like New York, the cost of the police, and of the criminal courts and jails, to protect society against a few thousand criminals—most of whom become such through the neglect of the State to teach them anything better—is greater than the whole expense of securing to each one of the 300,000 children of the school age a good elementary education.

Every child has a right to this education; it is the interest and the duty of the State to give it to him. It is profit to the property owner and economy to the tax-payer to see that it is done. It is the most certain and least expensive method of reducing the annual crop of paupers and criminals, and stimulating the steady and certain development of the wealth of the country.

New York, January 1, 1875.

### RETIREMENT OF MISS HARRIET N. GOLDEY.

#### LATE PRINCIPAL OF FEMALE GRAMMAR SCHOOL NO. 34.

MISS HARRIET N. GOLDEY, who has for twenty-seven years presided over the Female Department of Grammar School No. 34, recently tendered her resignation to the Board of School Trustees of the 13th Ward, to take effect on the 31st of December. Her management of the school, which was originally organized as Ward School No. 19, before the consolidation of the Public School Society with the Board of Education, was characterized by her effort to conduct a school without the then popularly recognized system of corporal punishment. Miss Goldey had her own views of the treatment and discipline of children, and depending more on the power of sympathy, love and the cul-

tivated moral sense of her pupils than upon the coercion of physical punishment, which fails of true reformatory influence, she based her administration upon these principles. The result was so marked as to attract the attention of visitors, not only of our own city, but of educators and school officers from other parts of the country, who admired the school, the methods of the teacher, and the new spirit with which she was aiming to inspire, not only her pupils, but her immediate teachers. The results were soon seen and acknowledged, and to-day few or no teachers have a more loving or more numerous class of witnesses to their labors than has Miss Goldey. Her correspondence from all parts of the Union forms the testimonial to her worth.

A reunion of the teachers, scholars, former pupils and friends of the school was held on Monday evening, December 21st, at the Presbyterian Church, corner of Broome and Ridge streets, where an overflowing audience manifested their interest in the occasion. Andrew J. Case, Esq., of the Board of Trustees, presided. The exercises were opened with a chant, "The Lord's Prayer," by the school, followed by a semi-chorus, "Friendship," sung by the school. Henry C. Martin, Esq., principal of the male department, then read the following letter from City Superintendent Henry Kiddle:

#### SUPT. KIDDLE'S LETTER.

I regret very much that it will not be possible for me to be present at the "Reunion" this evening, in honor of Miss Goldey, whose long and honorable services in the Female Department of No. 34 are soon to be brought to a close. After a supervision of Miss Goldey's labors for more than eighteen years, I take the greatest pleasure in bearing testimony to her thorough efficiency and faithfulness in every particular as a teacher, and moreover to the potent influence for good which has ever been exerted by her graceful and ladylike demeanor on all occasions, and by the bright example which she has uniformly shown her pupils of true, high minded, conscientious womanhood.

Please convey to her my sincere congratulations that she is to retire from what has been almost her life's work with so many evidences of the truest success around her—with so many of her pupils now adoring the sphere in which they move, each performing her allotted part in life's great drama, but all ready to rise up and call the perceptress of their youth "Blessed."

My best wishes go with Miss Goldey in her retirement. May her future life be blessed with peace, prosperity, and all the happiness that can be enjoyed in this mortal sphere.

Very truly yours,

HENRY KIDDLE,  
City Supt.

Rev. Wm. Saunders, pastor of Willett street M. E. Church, then made an appropriate and eloquent address, followed by a recitation, "Curfew," by Miss A. Louise Courtier, a graduate of the school. Addresses were made by John W. Greaton, and Thomas Briggs, Esq., after which a "Christmas song" was sung by the school.

A poem entitled "The Artist Teacher," written for the occasion, was then read by the author, Wm. Olund Bourne. [This will be found in next week's JOURNAL.]

Miss M. Lowther sang a beautiful solo, "I see her still," when Mr. Bourne being called on made an address, at the close of which Dr. Nathan S. Roberts, Secretary of the Board of Trustees, read the following resolutions:

#### RESOLUTIONS OF SCHOOL OFFICERS OF THE 13TH WARD.

Whereas, This Board has received from Miss Harriet N. Goldey a communication, tendering her resignation of the position which she has so long a time and so ably filled, viz: that of Principal of the Female Department of Grammar School No. 34, be it

Resolved, That we, the School Officers, deem it proper to put on record our testimony to the unswerving fidelity with which Miss Goldey has administered the important duties of her office, being ever zealous to maintain the high character of her school for discipline and faithful instruction, yet preserving at all times those finer traits of character which have made her respected as a teacher, and loved as a friend.

FREDERICK GERMAN,  
NATHAN ROBERTS, M. D.  
FREDERICK HOLSTEN,  
FRANCIS COAN,  
ANDREW J. CASE.

School Officers of 13th Ward.

Miss Nellie Cenler sang a solo, "Tis Sad to Part," followed by the reading of the following resolutions, on behalf of the teachers, by Thomas Briggs, Esq.:

#### RESOLUTIONS OF ASSOCIATE TEACHERS.

Resolved, That as by the retirement of our beloved Principal, Miss H. N. Goldey, from the position she has so long and so honorably filled, our present relation with her will be severed, we wish to express our gratitude for the interest always evinced by her in our welfare as teachers, as well as our appreciation of her personal kindness and friendship; while the greatest number of us owe to her, as our teacher, the culture and training proper to our work.

Resolved, That the uniform and effective discipline exercised by her in the school, and the requirement of polite and respectful conduct from the pupils toward us has strengthened and upheld us greatly.

Resolved, That while we sincerely regret the deprivation of her presence, we rejoice with her in the anticipation of rest from her uninterrupted and arduous labors, and heartily unite in wishes for a continuance of health and prosperity through many years.

Miss Annie McBarron then stepped up to Miss Goldey and recited an appropriate and well-delivered poetic address, [this poem will be found in the column entitled "The School Room,"] written by one of the teachers, at the close of which she presented a beautiful locket set with diamonds, as a gift from the scholars.

The graduates of 1874 presented through Rev. Wm. Saunders, "Garnered Sheaves," by Dr. J. G. Holland, and Dr. Roberts, on behalf of the teachers, presented an elegant clock, which, with floral presents from Mrs. Vanderpool, a graduate, and also from the school, completed the public expression of esteem for Miss Goldey.

After a chant, "Abide With Me," the Doxology was sung by the audience, and an hour was spent by Miss Goldey in greetings and farewells from the audience, who vied in their expression of affection and good will.

## JUST PUBLISHED.

## A VALUABLE WORK.

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THE GERMAN EMPERORS  
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By ELIZABETH PEAKE,  
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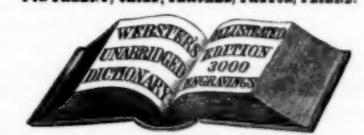
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## I. ASSUME:

1. That finite mind has the innate propensity, desire, to know.
2. That this mind has power to know.
3. That there is subject (object) matter to be known, that is commensurable in extent with this desire and power to know.
4. That these two can be brought into the necessary relations that knowledge, both as an act and as a product, shall be the result.

## II. ASSUME:

1. That Phenomena, in the broadest sense, exist as Facts—Results—the Actual—the Real—Entities.
2. That these Facts, bodied forth in language, are what are termed Problems, Propositions, Rules, Statements.
3. That these Results, Problems, [Statements, address themselves to the human intelligence (consciousness) as to the:
  - a. What it is—the primary stage.
  - b. Why it is thus and so—the secondary stage.
  - c. Whence it is—the final stage.

## III. ASSUME:

1. That Phenomena, Problems, Propositions, as unit entities, are (each) more or less closely and intimately related to Facts to which they are of kin.
2. That they are also, to a varying degree complex as units, compound—composed of two or more elements.
3. That hence, the finiteness of mind often fails, at first attempt, to comprehend these entities.
4. That, hence, there arises a necessity for separating (analyzing) the Phenomenon into its parts, that the mind may comprehend the unit whole by apprehending, in succession, those elemental parts.

## IV. ASSUME:

1. That there are those who now comprehend this given Phenomenon—the Instructor.
2. Those who do not understand this Phenomenon—the Learner.

V. Phenomena address the mind of the Learner—the desire to know prompts his intellectual activity—if unable to grasp the entity as such, he begins to inquire concerning this or that part of it, that is, to analyze—begins to apprehend the elements—follows this with a synthetic operation—ends the process by a comprehension of the elements united:—his desire is satisfied in knowledge.

NOTE I. This process is that of inquiry—is the operation of:
 

1. Questioning—giving expression of the desire.
2. Obtaining results—satisfying desire in knowledge.

NOTE II. These Questions may be:

1. General—embracing the what or the why, as a whole.
2. Partial in their nature—including but a portion of the entity, as what is this part, or why is this element thus and so.

VI. The Learner may find difficulty in his attempts to analyze (question) the Phenomenon in hand—it may be that it is not best for him to spend too much time in these vain attempts—an Instruction is at hand to aid him:

1. By explaining (telling) to him the full details of the Fact—as by formal lecture, by illustration, by familiar conversation—by the process of direct analysis for the Learner, either wholly or in part only, the Learner following the Instructor in both the analysis and in the Fact (subject-matter) analyzed.

2. By suggesting, in the form of inquiries, this or that element (point) of the Phenomenon—the process of questioning—that by which the Instructor directs (shows) the Learner more definitely where to apply his mental powers, as to this or that thing—that process by which he is directed (not lead) in his analysis and in his subsequent synthesis—that process by which he is enabled sooner to concentrate his energies within narrower limits, thus increasing the intensity of the effort—that process by which he becomes able earlier to apprehend the elements as unrelated, in order that the soon discovered synthetic relations shall end in comprehension of the whole—that process by which the Instructor habituates the Learner to direct, by his own questions, his own investigations—that process by which the Instructor reveals in his questions to the Learner, the analysis which his own mind possesses of this given Fact.

NOTE—I. The presence and aid of the Instructor are only temporary.

NOTE—II. Investigation by the Learner is permanent.

NOTE—III. Hence, the obvious duty of the Instructor is to cause the Learner, in the shortest time, to pursue his investigations by himself, to state his own questions, to be an original investigator.

NOTE—IV. To this end, the Instructor's questions should be distinguished by their appositeness, their infrequency and their comprehensiveness—tempered to the grade of intellectual strength under tuition.

## NOTE—V. REGARDING:

1. The fact that the mind of the Learner becomes stronger in the extent of its comprehension by exercise:
2. The fact that the mind is nurtured, strengthened, energized, by knowledge the product, as well as by knowledge the act:
3. The fact that immediate and direct communication is that mode by which the personal influence (by example), magnetic power, of the Instructor is most powerfully and surely exerted upon the Learner, to stimulate and quicken him:
4. That the often apparent effect of questions to the Learner is rather to restrain his out-going freedom of effort in respect to his feelings, his ambitions:
5. That questions often engage the attention of the Learner toward the question itself—whether it be appropriate or not—rather than toward the subject-matter:
6. The fact, that in life those scarcely-recognized influences which over-shadow and surround the Learner, and in which he daily moves, are no less powerful to mold him man than those that tempt him to contest by coming directly at him:
7. That there is so vast an amount of stored love—the accumulation of the thought and deed of the by-gone years—which must be rapidly compassed in order to advancement in original territory:
8. That in the acquisition of intellectual power there are necessary:
  - a. The factor of mental activity, energy.
  - b. The element of time:

NOTE VI.—Regarding all these, it becomes a serious question whether a too-long detention by many questions is not a positive hindrance to the best intellectual progress of the Learner.

## RECAPITULATION

- I. The nature of questioning is analysis and communication. Possession of knowledge is the satisfaction of the question. Questions are also expressions of embodied knowledge the product.
- II. Its Domain is:
  1. With the mind of the Learner.
  2. With the Instructor, to the extent that he may simply aid the Learner.
- III. Its limits are the limits of the state of mind of the Learner with respect to his knowledge in this given case.
- IV. Its absolute value, as an Educational Factor, is great as an appliance for carrying forward an analysis.
- V. Its Relative Value to Telling is not so undisputable that it becomes self-evident that Questions shall stand without a rival of no mean pretensions in the Educational field.

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  1. Reviewing lessons.
  2. Correcting errors.
  3. Arousing the less quick of apprehension.
  4. Chiding the indifferent.
  5. Testing the exactness and correctness of Knowledge.
  6. Determining the Learner's habits of mental application.
  7. Etc., etc.
- II.—A profitable study for an Instructor is to note the questions he has asked during any given recitation—then study them with reference to their communicative element.

- III.—The foregoing discussion bears directly, in its plain inferences, upon the mode of recitation denominated "The Topic." ••••

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*The Atlantic* is rich in two brief poems by Longfellow. Bayard Taylor writes of "Autumn Days in Weimar," Miss Phelps appears in "A Woman's Hood." Mark Twain and Dr. Holmes are here also, and R. H. Stoddard. Mr. Hubbard gives a valuable article on Our Post Office. But we think Mr. Owen's *Katy King*, the richest *fiasco* in the annals of literature and humbug.

*The Galaxy* brings to us a contribution by the author of the St. Leger papers, Richard J. Kimball. "What is the Matter?" and another characteristic article by Richard Grant White. Mrs. Edwards, Junius Browne, Albert Rhodes, and racy editorial notes, with several light articles, fill up the pages of a sprightly number.

*Scribner's* is very finely freighted with good things from such writers as Stoddard, Stedman, Jules Verne, John Hay, Osgood and Fairfield. Dr. Holland begins the new "Story of Seven Oaks," and discusses "Topics of the Time," and "Some old Letters" furnish entertaining glimpses of life in London society a long time ago.

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**THE INDUSTRIAL EXHIBITION COMPANY**, of New York, offers for sale its first mortgage bonds in denominations of \$20 each.

The purchaser of one of these bonds is certain to have his bond redeemed with interest, and has a chance of receiving one of the following premiums. There are four distributions of premiums per year. At each distribution there is distributed among the bondholders \$150,000 in cash, or a total of \$600,000 per year. This is 3 per cent. on the whole loan. By this plan of distributing the interest the holder of a \$20 bond allows his interest to accumulate until his bond is redeemed, and as a consideration for so doing he may draw one of the following premiums:

	JANUARY.	CASH.
1 premium of.....	\$100,000	
1 premium of.....	10,000	
1 premium of.....	5,000	
1 premium of.....	3,000	
1 premium of.....	1,000	
10 premiums of \$500 each.....	5,000	
10 premiums of \$200 each.....	2,000	
27 premiums of \$100 each.....	2,700	
48 premiums of \$50 each.....	2,400	
900 premiums of \$21 each.....	18,900	
Total.....	\$150,000	

APRIL.

	APRIL.	CASH.
1 premium of.....	\$35,000	
1 premium of.....	10,000	
1 premium of.....	5,000	
1 premium of.....	3,000	
3 premiums of \$1,000 each.....	3,000	
10 premiums of \$500 each.....	5,000	
10 premiums of \$200 each.....	2,000	
29 premiums of \$100 each.....	2,900	
44 premiums of \$50 each.....	2,200	
900 premiums of \$21 each.....	81,900	
Total.....	\$150,000	

JULY.

	JULY.	CASH.
1 premium of.....	\$100,000	
1 premium of.....	10,000	
1 premium of.....	5,000	
1 premium of.....	3,000	
1 premium of.....	1,000	
10 premiums of \$500 each.....	5,000	
10 premiums of \$200 each.....	2,000	
27 premiums of \$100 each.....	2,700	
48 premiums of \$50 each.....	2,400	
900 premiums of \$21 each.....	18,900	
Total.....	\$150,000	

OCTOBER.

	OCTOBER.	CASH.
1 premium of.....	\$35,000	
1 premium of.....	10,000	
1 premium of.....	5,000	
1 premium of.....	3,000	
3 premiums of \$1,000 each.....	3,000	
10 premiums of \$500 each.....	5,000	
10 premiums of \$200 each.....	2,000	
29 premiums of \$100 each.....	2,900	
44 premiums of \$50 each.....	2,200	
900 premiums of \$21 each.....	81,900	
Total.....	\$150,000	

Whenever the bondholder has drawn any of the above named premiums, on the surrender of his bond he will receive the premium which he has drawn, and the Company cancels the bond. In this manner it redeems its loan.

Eventually every bond will be redeemed, and each bondholder be repaid his investment

with a small rate of interest, and a very large number will have received fortunes.

In short the holder of an Industrial Exhibition bond does not risk his principal—but he speculates with a portion of his interest, and, by so doing, he may draw a premium varying from \$50 to \$100,000.

The next question to be answered, is this loan a secure one? It is secured by a mortgage on all the property of the Industrial Exhibition Company—the first a tract of land situated in the heart of the City of New York, comprising about 22½ acres. Governor Dix appointed a committee in 1872 to appraise this land, and their report was that the land was worth \$2,400,000, and was constantly increasing in value. The land cost the Company in 1870 \$1,700,000. This land, it is estimated, will be worth in 1877 more than \$4,000,000, exclusive of the building, the estimated cost of which will be about \$8,000,000. In addition to the security in shape of land and building, the company invests all its surplus funds in United States bonds, or bonds and mortgages, or other good securities, which will yield the Industrial Exhibition Company an annual income sufficient to pay the \$600,000 of premiums heretofore mentioned. The amount so to be invested is about \$10,000,000.

It is to be borne in mind that the bonded debt of the company is being constantly decreased, and that the assets of the company are constantly increasing, and that the loan is made pre-eminently secure, independent of any of the earnings of the Industrial Exhibition Palace.

The estimated earnings of the Crystal Palace are largely in excess of the interest which the company agrees to pay on its loan.

It is plain to be seen that, whether the bondholders depend on the interest arising from the company's investments, or whether from the earnings of its Palace of Industry that they are secure against loss, and are certain to have both principal and interest paid promptly. Because premiums are distributed to the bondholders, many may call this a lottery bond. The public should not fall into this error.

The purchaser of a lottery ticket must draw a prize or lose his investment. Per contra, the purchaser of an Industrial Exhibition bond cannot lose his investment, but is certain to have the principle repaid with a small rate of interest added, and, in addition, he participates in the unequal distribution of interest called premiums, which takes place every three months. There is no chance for loss.

This form of bond now for the first time introduced into the United States is a complete copy of the system much in vogue in Europe, the Austrian, French, German and nearly all other European governments having raised large loans on this plan. Besides the government loans of this character there are hundreds of thousands of private loans, amounting in the aggregate to hundreds of millions of dollars.

These loans are sold in every town in Europe, and are sold openly as any other legitimate loan; and in countries where the heaviest penalties are attached and imposed upon the sale, or offering for sale, of lottery tickets. In Europe a loan of this kind is never confounded with a lottery. The same rule should obtain here.

The objects which will be attained through this loan, on the erecting in the City of New York of a building which will be the largest in the world, and devoted to the exhibition and sale of the manufactured products of all countries; to the founding of a public library, an art gallery, and a garden of plants and a home for inventors—all to be permanent and open to the public each day in the year.

The carrying out of this project will be a matter of pride to all Americans, and of a necessity will add much to the commercial prosperity of our country, and to the education and elevation of the whole people. This building will be about 4,000 feet in length, and 125 feet in width. In shape, quadrangle, and enclosing a court of about twelve acres, which court will be covered by a vaulted roof, which will be the largest in the world. The inducements for the purchase of these bonds are absolute security, a large chance for gain, and the general satisfaction of aiding in the most magnificent enterprise of this age.

The Industrial Exhibition Company is a regularly chartered corporation of the State of New York, the Legislature of the State having granted a special charter for the purpose of enabling the company to issue these bonds, and carry out all the objects of the company. In addition thereto the Legislature has relieved the company from taxation during the time the company is building.

All communications should be addressed to Albert Welles, 67 University Place, New York.

Remit by draft, post office order, or by express, or bonds may be purchased of local agents.

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JANUARY AND JULY IN EACH YEAR.		APRIL AND OCTOBER IN EACH YEAR.	
\$100,000		\$35,000	
\$10,000	\$500	\$10,000	\$500
5,000	200	5,000	200
3,000	100	3,000	200
1,000		1,000	50
1,000		1,000	

Four distributions per year—January, April, July and October—which will continue until the whole loan is redeemed. These Bonds are placed at the small denomination of \$20, in order to bring them within the reach of those who have hitherto been debarred from taking an interest in large undertakings.

Every one will here find a safe investment, with guaranteed interest, and the additional opportunity of obtaining a very large sum of money.

It is the most equitable system of Finance now in use, as the holder of the Bonds and the Company are equally benefited. One half of the Loan, say ten millions, will be invested in Mortgage and Government Bonds, the interest on which will pay off the Bonds of the Company, and the residue in the lands and Crystal Palace Building, which secures the Bondholders by a Trust Deed.

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[From the *Herald* Sept. 8, 1874.]

#### **THE INDUSTRIAL EXHIBITION.**

Yesterday afternoon Tammany Hall was filled by a respectable gathering to witness the first premium allotment of the Industrial Exhibition Bonds, which event inaugurated a new epoch in American finance. The system upon which the drawing was made is one which comes to America with the highest European indorsement. The French, Prussian and other governments have raised immense sums—over \$600,000,000 in gold by means of this system, which is the creation of the Rothschilds. In the opening address, F. A. Alberger, President of the Company, stated at great length the workings of the system, saying, in the course of the explanation, that as each bond cost only \$21 it was within the power of the workingman and tradesman, to assist in one of the greatest enterprises that New York City had ever taken in hand. The system, besides the foreign prestige and experience spoken of, has the sanction of the Legislature of the State by Special enactment.

Some time since a detailed account of the plans of the Industrial Exhibition Company were published in the *Herald*. To re-state the object of the Company tersely, it is to build on what is now known as the "Cattle Yards," between Ninety-eighth and One-hundred and second streets, near Central Park, a Crystal Palace, which is to serve as a perpetual museum, exhibition and sales mart, for the industries of the nations of the earth. It is hoped to have the buildings finished in 1876, so that all the products and works of art which have been at Philadelphia on exhibition, can be brought here and left permanently as a monument to American and foreign industry.

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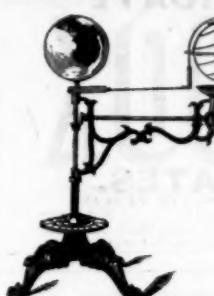
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